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The Child Development Associate Program: A Guide to Training

(Second Edition)

Fall 1981

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SPECIAL MESSAGE TO READERS

CDA is a dream that has come true. It's a reality resulting from a dream for quality care for young children that was conceptualized and presented officially by the Office of Child Development in 1971. The approach taken was to focus on quality care in children's programs by simultaneously increasing both the quality and the quantity of child care staff. That required: (1) Designing a training method to improve the competence of the teachers and other staff who were already working with children in child care settings; (2) Defining a route for individuals to enter the early childhood field in addition to the regular college channels; and (3) Developing a means of awarding a professional credential based on demonstrated competence for those individuals in training and those already working competently with children.

The CDA program has accomplished these three tasks, but there is still a great need in the area of providing quality training to improve the competence of the staff. This is essential if we want CDA to reach its maximum potential. Several years ago I talked to a group of people about "What CDA Is Not." Now that CDA is a reality, the time has come to talk about "What CDA Is." In this Guide we have described what CDA training is and have also taken the next step and described what quality CDA training is.

We focus on the CDA Training Criteria--the guidelines that were set forth in the first edition of the CDA Training Guide. Many people contributed ideas to this volume. Besides ACYF and URC staff, CDA trainers and program administrators gave generously of their time and expertise. We are convinced that the CDA Training Criteria are still extremely useful, have interpreted and defined them further, and have included various alternatives for their application. It is our opinion that training is at the crux of what CDA will be and will become. We must provide quality training. We owe it to the profession, to the interns, and most of all, we owe it to the children.

Chief of Education Branch
Development and Planning Division
Head Start Bureau
Administration for Children, Youth, and Families
400 6th Street, S.W.
Washington, D.C. 20201

(For further information about the CDA program, please contact Chief of Education Branch.)

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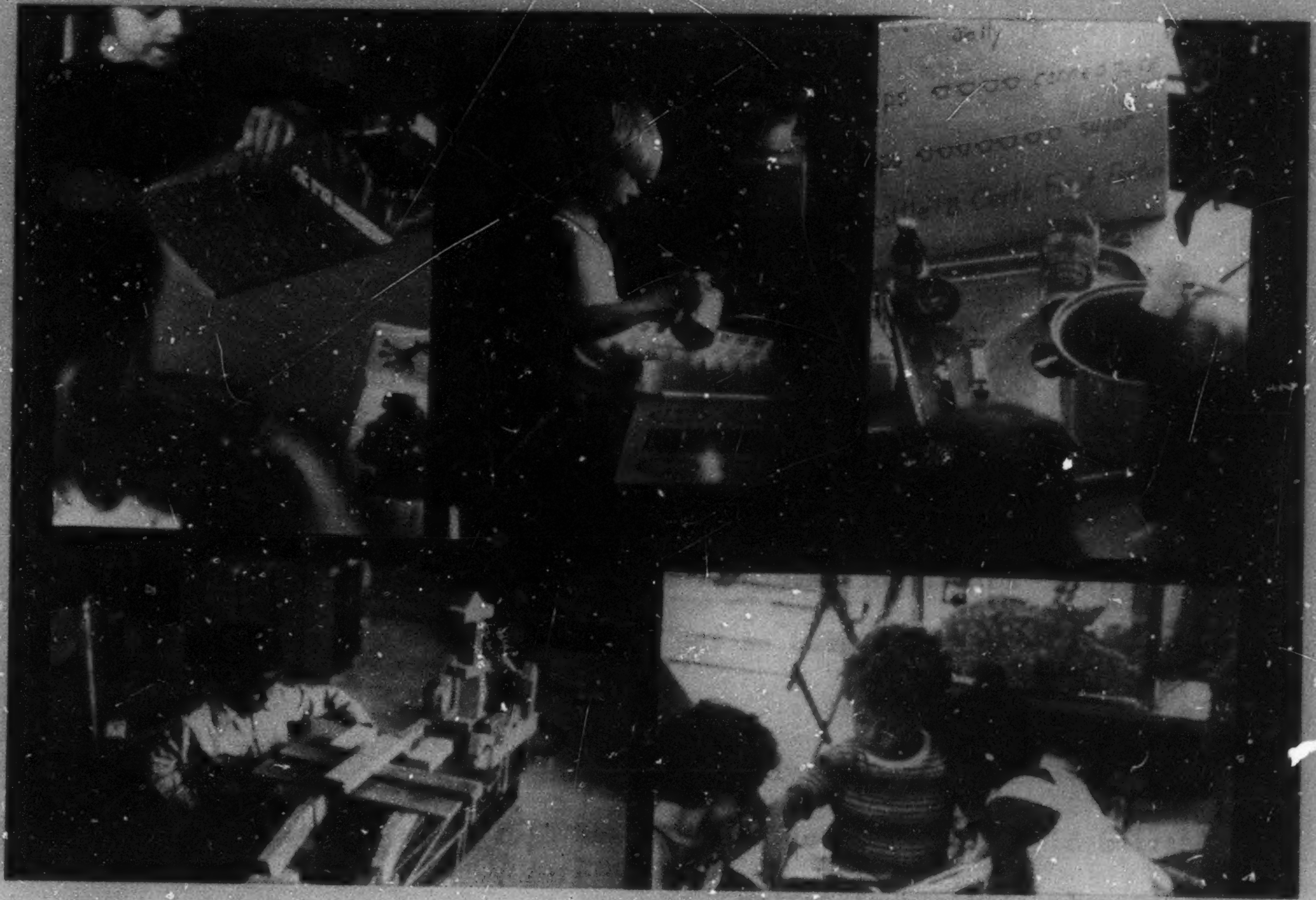

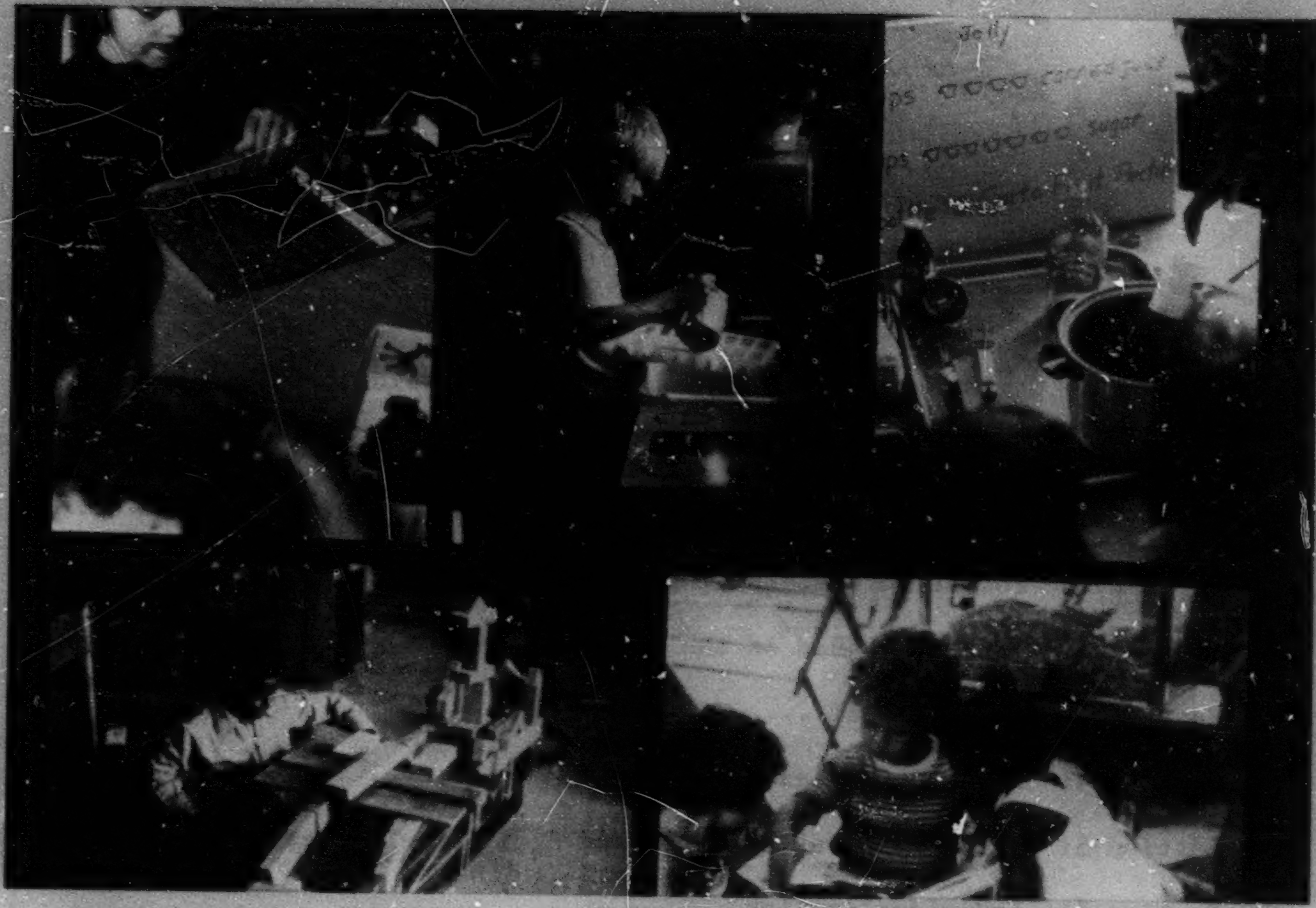
Jelly
Sugar

Chapter 1: The Child Development Associate: A Professional Credential

INTRODUCTION

The Child Development Associate (CDA) program is a nationwide effort embodying a new concept for training, assessing, and credentialing child care staff. The program's basic thrust is to improve the quality of care in programs for young children by focusing on the competence of the staff. In the CDA program, training, assessment, and credentialing are all based on a set of competencies deemed necessary for adults providing comprehensive educational activities and developmental care for young children.

PURPOSES OF THIS PUBLICATION

This Guide to Training presents background information about the CDA program: the concept, the Competencies required of Child Development Associates, characteristics of the training, and the Credential Award System. It is the second edition of an earlier document, The CDA Program: The Child Development Associate, A Guide for Training.

This revised edition retains the generic information presented in the first edition that is still applicable to CDA training. It also incorporates new insights resulting from program implementation.

In addition to providing background and updated information relative to CDA training, it presents a definition of quality CDA training that incorporates the six CDA Training Criteria, the guidelines for providing training established by the Office of Child Development./1/ The assumption is made that the CDA Training Criteria are essential to the provision of quality training.

The purposes of the Guide are to provide sufficient clarity and specificity to the Criteria to enable the design and the development of a wide variety of training

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[1] This office is now called the Administration for Children, Youth, and Families (ACYF) and will be referred to as such throughout the remainder of this document.

approaches consistent with the Criteria and to help training projects determine the extent to which quality training is being provided.

The Guide is designed to serve a variety of individuals or groups involved with or interested in providing CDA competency-based training for early childhood/child care staff. Such persons or groups include personnel in States that have adopted or are planning to adopt the CDA credential into their child care regulations, college or university personnel developing or providing competency-based training programs for classroom staff working with young children, trainers in Head Start Supplementary Training (HSST) programs, and trainers in public and private child development centers and child care agencies.

These persons or groups fall into two broad categories. The first category includes groups or individuals who are interested in or who are providing CDA training to or for an agency or individuals. These providers might be colleges (four-year, two-year, junior), vocational/technical and other training institutions, State licensing groups, consortia of colleges and agencies, contractors, State training and technical assistance offices, and consultants. The second broad category includes groups or individuals who are interested in or who are training their own staffs. These might be public and private child development centers (day care, after school care, nursery, prekindergarten, and kindergarten), child care agencies, home economics departments, State licensing groups (education, social services, health), community action agencies, and so on.

ORGANIZATION OF THIS GUIDE

Chapter 1 provides a description of the major components of the national CDA effort in historical perspective. Chapter 2 presents an overview of the key features and elements of CDA training. Chapter 3 focuses on an indepth consideration of the six CDA Training Criteria and presents a framework and the information that can be used to organize and implement a quality CDA training program. It is divided into eight sections: an introductory and summary section as well as one section for each of the Training Criteria. Information for each Training Criterion is color-coded to facilitate training program self-study.

In the process of CDA program implementation, training staffs have devised various terms for the role of the CDA intern, or trainee, and CDA field supervisor, or trainer. To better reflect the innovative nature of CDA training and to differentiate CDA training terms and procedures from those of the Credential Award System, the terminology and definitions in the chart that follows will be used throughout this document. (Appendix A contains additional CDA terms and procedures.)

Definitions of Key CDA Training and CDA Credential Award System Terms

CDA TRAINING	CDA CREDENTIAL AWARD SYSTEM
CDA intern The person (frequently called trainee) in CDA training whose goal is acquisition of the CDA competencies and the CDA credential.	CDA candidate The person who has been officially registered as a candidate for the CDA credential by the organization responsible for the CDA Credential Award System.
Appraisal, initial appraisal, and ongoing appraisal The processes by which training programs and interns themselves make judgments about the competence demonstrated by a CDA intern during training.	Assessment The process by which the organization responsible for award of the CDA credential makes judgments about the competence demonstrated by a CDA candidate.
Field supervisor The person (frequently called trainer) who teaches, advises, counsels, guides, instructs, and assists CDA interns in their field work during the training period.	LAT Advisor The person (formerly called LAT trainer) who observes and advises the CDA candidate during the assessment period for award of the CDA credential.

THE NEED FOR COMPETENT PERSONNEL IN EARLY CHILDHOOD EDUCATION PROGRAMS

Those who work with young children know that the key element in any program is the staff--the adults who teach, supervise, and relate to the children individually and in groups. This is true in all programs for young children, including Head Start centers, day care centers, nursery schools, or public schools. Neither the best facilities, materials, and curriculums nor the best intentions of parents, program directors, and teachers can guarantee quality child care or effective educational programs unless those who deal directly with the children are competent and dedicated. At present, many individuals who bear primary responsibility for the education and development of young children in child care programs may have had insufficient preparation for their vital, complex task.

In the early 1970's, public enthusiasm for programs such as Head Start, together with an expressed interest in early childhood education and a growing demand for nursery schools, day care, and other child care services, resulted in concern about the availability and competence of child care personnel. In 1971, in response to this nationwide concern, the Administration for Children, Youth, and Families (ACYF) initiated the Child Development Associate program.

THE CHILD DEVELOPMENT ASSOCIATE (CDA)

Child Development Associates, or CDAs as they are commonly called, are representatives of a professional category created as a result of the national effort. They are early childhood professionals who possess the basic competencies needed to assume primary responsibility for the daily activities of a group of young children aged 3 through 5 in center-based programs. At the present time the CDA program is being expanded to include home visitors, family day care providers, and caregivers working in group settings with infants, toddlers, and handicapped children.

The key feature of the CDA concept is that the Child Development Associate credential is awarded for demonstrated competence, rather than for courses taken, academic credits earned, or degrees received through more traditional approaches to professional certification. Although CDA candidates may have taken academic courses and earned academic credits and degrees, award of the CDA credential is based upon a careful assessment of each candidate's demonstrated ability to assume primary responsibility for a group of young children.

COMPONENTS OF THE CDA PROGRAM

The CDA program comprises three components. First, it is based on a carefully defined set of Competencies that describe the skills and knowledge needed by a Child Development Associate. Second, it includes training methods and curriculums designed to enable those in training to acquire the Competencies if they do not already have them. Third, it includes a Credential Award System that is used to assess performance to determine competence. Those who have been assessed as competent receive verification of this accomplishment through award of the CDA credential.

The CDA Competencies

The Competencies for the Child Development Associate are generic definitions of knowledge and skills needed by individuals to enable them to take responsibility for and work effectively with children aged 3 through 5 in a comprehensive child care program. The CDA Competencies are categorized in six broad areas. Within these areas, there are 13 Functional Areas in which an intern must acquire knowledge and skills, and Personal Capacities. The Functional Areas and Personal Capacities are described in Chapter 2.

The Competencies are stated broadly so that they can be used as a framework for staff development and training programs that meet the needs and preferences of local communities, the divergent educational views of various child care providers, and the cultural and ethnic backgrounds of the children being served.

The CDA Competencies are now being used by a number of colleges and training institutions as a basis for setting up new early childhood programs and for adapting existing curriculums. In addition, child care programs are increasingly incorporating the Competencies into their staff training and career development activities. The CDA effort has grown and expanded so that the CDA Competencies are now known not only throughout the United States, but also in other parts of the world.

CDA Training

Pilot Training Programs

The first CDA training effort was the funding of 13 pilot programs to test and further refine the Training Criteria and to develop strategies for competency-based CDA Training. Operating from 1973-76, these pilot training programs developed a variety of training materials for dissemination. In 1974, additional pilot programs were funded to train bilingual-bicultural CDA's.

HSST/CDA Training

In 1973, a second major CDA training effort was initiated. The Administration for Children, Youth, and Families, through its ongoing Head Start Supplementary Training program, mandated the provision of CDA training to Head Start classroom staff. As a result, more than 350 four-year colleges, universities, and community and junior colleges across the United States became involved in providing CDA competency-based training to persons working directly with children in Head Start classrooms. Current Head Start goals include plans for the long-term incorporation of CDAs into Head Start classrooms.

Providers of CDA Training

The number of individuals involved in CDA training is increasing rapidly as are the number and types of CDA training providers. In addition to colleges and universities, these now include training and technical assistance organizations and agencies, Head Start grantees, State and local agencies, and individual contractors and consultants.

CDA Training Materials

As with other facets of CDA training, the number and types of curriculums and resource materials developed specifically for CDA training are also increasing rapidly. To support training efforts, ACYF funded a CDA Clearinghouse from 1977-81 to disseminate CDA training materials.

The CDA Consortium

From the outset of the CDA program, leaders in the field of child development and early childhood education have contributed to the development of the CDA Competencies and to the basic design of CDA training and credentialing. A representative group of national organizations concerned with child development, early childhood education, child care, and teacher training joined together to form the CDA Consortium, a private, nonprofit corporation, which was funded by ACYF in 1972 to design and develop an assessment and credentialing system.

During its first 3 years, the CDA Consortium staff and members developed a viable system for assessing and credentialing child care personnel. The result of their efforts is the Credential Award System, which went into operation in May 1975. The first CDA credentials were awarded on July 24, 1975, to 34 persons across the country. The Credential Award System has been expanded to include bilingual/bicultural competencies, and Bilingual/Bicultural CDA credentials (Spanish only) have been awarded since 1979.

The CDA National Credentialing Program

The Credential Award System is now being managed by the CDA National Credentialing Program./2/ In keeping with the original design of the CDA Program to ultimately include a wide variety of child care staff, the National Credentialing Program is working on plans to extend the credentialing system to home visitors, family day care providers, infant and toddler caregivers, and providers of services to the handicapped.

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[2] Bank Street College of Education, 1341 G Street, N.W., Suite 802, Washington, D.C., 20005, is administering the current contract for management of the CDA National Credentialing Program.

CDA SUPPORT SYSTEMS

The CDA State Effort

Stimulated by program development at the Federal level, many States have experienced rapid growth in the number of child care programs for young children. In an effort to assist States in enhancing the competence of personnel in child care programs, the Administration for Children, Youth, and Families, in 1975, initiated a long-range effort to work with individual States to encourage them to incorporate the CDA credential into their child care regulations. The number of States that have done so has been increasing steadily since that date./3/

Support From Colleges and Universities

The positive response from four-year colleges and universities, community and junior colleges, and other training institutions to the CDA concept has been crucial to its success. For these institutions, the CDA program has facilitated such goals as pioneering innovative training; providing community service; fostering outreach to other community institutions and State, Federal, and professional organizations; developing alternative learning strategies for adults (including persons with limited prior formal education), and developing flexible approaches to granting course credits and degrees.

Providing CDA training has broadened the base of institutions' clientele and changed their traditional role. Institutions have become more intimately involved with the surrounding community by relating to Head Start agencies and other community groups desiring CDA training for their classroom staff. Training programs

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[3] As of Fall, 1981, 19 States and the District of Columbia have recognized the CDA credential by incorporating it into their child care licensure procedures. These States are: Arizona, Illinois, Kansas, Maryland, Michigan, Minnesota, Nevada, New Mexico, New York, North Carolina, North Dakota, Oregon, Pennsylvania, South Dakota, Texas, Utah, Virginia, Washington, and Wisconsin.

for Child Development Associates have given impetus to, or become part of, outreach programs such as university extension programs, universities without walls, credit for life experiences, or external degree programs. Restructuring curriculums for CDA training has proven to be a catalyst for constructive change.

As the importance of education and development in the early years of a child's life gains greater recognition, so will the need for new approaches to training child care personnel. Competency-based training as a means of credentialing child care staff is one such approach. The CDA program is an effort to provide the nation with an adequate number of professional workers competent to guide the growth and development of young children in a variety of settings.

Chapter 2: CDA Training: — An Overview

CDA COMPETENCY STRUCTURE

The CDA Competencies

The aim of CDA training is to help interns incorporate the CDA Competencies into their everyday behavior and thus become competent child caregivers. The CDA Competencies are, therefore, the substantive foundation for training, assessment, and credentialing of Child Development Associates. They were developed by a task force of specialists in early childhood education and child development in cooperation with the Administration for Children, Youth, and Families. The Competencies have been reviewed by a broad spectrum of groups and individuals under the auspices of the CDA Consortium. They were adopted by the CDA Consortium board of directors as the basis for development of the Credential Award System for Child Development Associates.

The CDA Competencies are an operational definition of the broad skills staff should have to foster children's growth and learning in a developmental child care program. They are based on widely acknowledged assumptions about children's developmental needs and are categorized in six broad areas. They are:

1. Setting up and maintaining a safe and healthy learning environment for children.

2. Advancing children's physical and intellectual competence.

3. Building the child's positive self-concept and individual strength.

4. Organizing and sustaining the positive functioning of children and adults in a group in a learning environment.

5. Bringing about optimal coordination of home and center child-rearing practices and expectations.

6. Carrying out supplementary responsibilities related to the children's program.

Two additional competencies for Child Development Associates working in programs serving Spanish-speaking children are:

- Comprehending and communicating with children and adults in Spanish and English, and

- Supporting children's ethnic identity and self-concepts by making cultural experiences an integral part of the daily program and supplemental activities.

The Competencies are written in general terms so that each training project can identify the specific skills or Indicators/1/ that are most appropriate for its particular program, the needs of interns and children, and the objectives of parents and staff. They can be used as the foundation for training in both urban and rural settings and in programs that serve diverse social, racial, ethnic, and cultural groups. The Competencies take into account the need for the CDA to be able to individualize the program for each child, to be sensitive to racial, ethnic, and cultural uniqueness, and to recognize special needs in any other area of the child's development.

The Competencies are interrelated, and it is important to recognize this essential quality. Teaching is viewed as a whole that is more complex than any one of its parts. For example, helping a child learn to climb can aid physical and conceptual development and also foster self-esteem. These are different competency objectives, but a single caregiver action can advance all three areas of development.

In addition to the knowledge and skills needed by staff working with young children, specific capacities for relating effectively to children are essential.

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[1] See p. 19 for a description of Indicators.

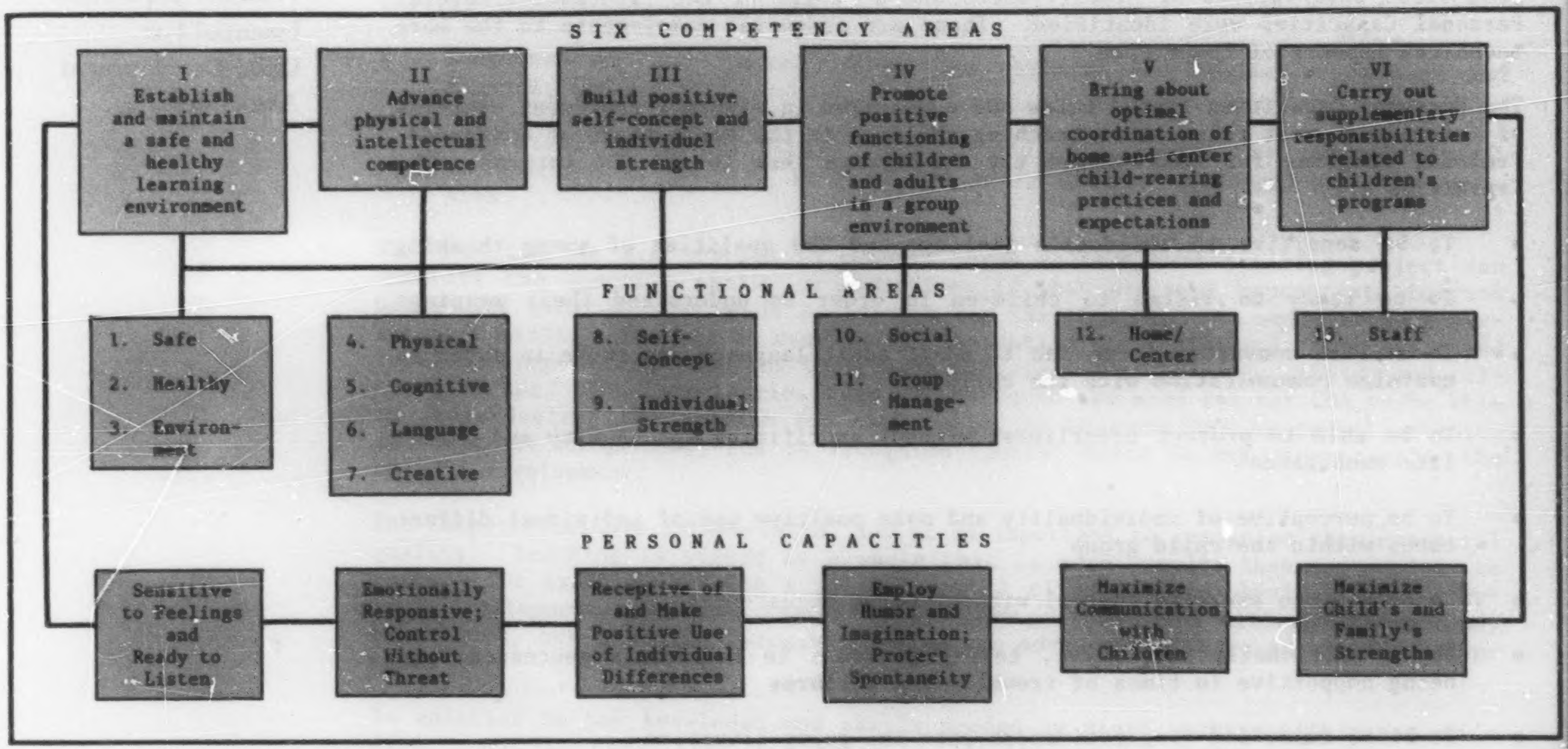
Personal Capacities Essential For Child Development Associates

From field observations of practitioners and a review of the literature, several Personal Capacities were identified. These are essential complements to the more technical aspects of competence.

The Personal Capacities listed below and summarized in figure 1 represent patterns of relatedness most relevant to teaching children in the early years of childhood. Training programs for CDAs should try to develop them in all CDA interns. The Capacities are:

- To be sensitive to children's feelings and the qualities of young thinking
- To be ready to listen to children in order to understand their meanings
- To utilize nonverbal forms and to adapt adult language and style in order to maximize communication with the children
- To be able to protect orderliness without sacrificing spontaneity and child-like exuberance
- To be perceptive of individuality and make positive use of individual differences within the child group
- To be able to exercise control without being threatening
- To be emotionally responsive, taking pleasure in children's successes, and being supportive in times of troubles and failures
- To bring humor and imaginativeness into the group situation
- To be committed to maximizing the child's and his or her family's strengths and potentials.

Figure 1.
CDA Competency Structure


SIX COMPETENCY AREAS
I Establish and maintain a safe and healthy learning environment
II Advance physical and intellectual competence
III Build positive self-concept and individual strength
IV Promote positive functioning of children and adults in a group environment
V Bring about optimal coordination of home and center child-rearing practices and expectations
VI Carry out supplementary responsibilities related to children's programs
FUNCTIONAL AREAS
1. Safe
2. Healthy
3. Environment
4. Physical
5. Cognitive
6. Language
7. Creative
8. Self-Concept
9. Individual Strength
10. Social
11. Group Management
12. Home/Center
13. Staff
PERSONAL CAPACITIES
Sensitive to Feelings and Ready to Listen
Emotionally Responsive; Control Without Threat
Receptive of and Make Positive Use of Individual Differences
Employ Humor and Imagination; Protect Spontaneity
Maximize Communication with Children
Maximize Child's and Family's Strengths

The 13 Functional Areas

The six broad CDA Competency Areas were further delineated into 13 Functional Areas by the CDA Consortium. These Functional Areas serve as a means for directing the focus of observation within the six Competency Areas. At the time of assessment for credential award, CDA candidates are observed according to these 13 areas, and they are also asked to organize a portfolio containing evidence of demonstrated competence in each one.

The definition for each Functional Area is the Competency Standard that must be met by the CDA candidate in the final assessment process. Relationship of Functional Areas to CDA Competency Areas may be found in figure 1.

In the proposed system to extend the CDA Competencies, training methods, and the credentialing system, wording of some of the Competency Areas and Competency Standards and some of the Functional Area names is slighly different. The reader should contact ACYF or the CDA National Credentialing Program for updated information.

The Indicators

Further delineations of the Competency Areas that provide a basis for classifying and categorizing observations of the CDA intern (or CDA candidate) in the 13 Functional Areas are the Indicators. They are a means of organizing information in the Functional Areas and for making judgments as to whether an intern is adequately meeting the Competency Standard for a given Functional Area.

The Indicators are types of activities or behaviors that indicate the intern is demonstrating competence or performing competently. Indicators are examples of competent performance. The relationships between the specifics of the intern's performance in the child care setting, the Indicators, the Functional Area Competency Standard, and the CDA Competencies are presented in figures 2, 3, and 4.

Figure 2 shows one Competency Area with its designated Functional Areas and their definitions--the Competency Standards. In figure 3, a further delineation of the

Functional Area "Cognitive" is presented with a corresponding list of sample Indicators. In figure 4, examples of specific activities are listed for one Indicator. An intern might use one or more of these activities as documentation for the Indicator.

Figure 2.
Competency Area II
with Its Functional Areas

	FUNCTIONAL AREA		COMPETENCY STANDARD
CDA COMPETENCY AREA 2 ADVANCES PHYSICAL and INTELLECTUAL COMPETENCE	2.1	PHYSICAL	Intern provides a variety of appropriate equipment, activities and opportunities to promote the physical development of the children.
	2.2	COGNITIVE	Intern provides activities and experiences which encourage questioning, probing and problem-solving skills appropriate to the developmental level and learning style of the children.
	2.3	LANGUAGE	Intern helps children acquire and use language as a means of communicating their thoughts and feelings and of understanding others.
	2.4	CREATIVE	Intern provides a variety of appropriate experiences and media that stimulate children to explore and express their creative abilities.

Figure 3.
Functional Area, Cognitive, with Example Indicators

Example Indicators

CDA COMPETENCY
AREA
2

ADVANCES PHYSICAL
and INTELLECTUAL
COMPETENCE

FUNCTIONAL AREA
2.2
COGNITIVE

Example Indicators

Intern:

2.2.1 Uses a variety of methods to determine the cognitive developmental level and learning style of individual children.

2.2.2 Provides activities that are appropriate to individual cognitive level and learning style of the children.

2.2.3 Provides activities and materials that develop children's learning modalities (sensory, physical, perceptual-motor, kinesthetic).

2.2.4 Uses questioning and problem-solving techniques to promote expanded and divergent thinking.

2.2.5 Provides challenging experiences that stimulate curiosity and motivate children's learning.

2.2.6 Provides feedback to children that encourages independent thinking.

2.2.7 Provides materials and activities to promote development of cognitive operations (classifying, seriating, comparing, contrasting, memorizing, generating hypotheses).

2.2.8 Provides activities and materials for acquiring concepts about the world (mathematics, science, social studies).

2.2.9 Uses ongoing center routines and activities to encourage children's cognitive growth.

Figure 4.
Functional Area, Cognitive
Specific Activities to Document One Indicator

CDA COMPETENCY
AREA
2

ADVANCES PHYSICAL
and INTELLECTUAL
COMPETENCE

FUNCTIONAL AREA
2.2
COGNITIVE

INDICATOR 2.2.1

Intern uses a variety of methods to determine the cognitive developmental level and learning style of individual children.

Example Activities

Example Activities

- Intern keeps an ongoing case record on each child and analyzes it on a monthly basis for cognitive, social, emotional, and physical growth and development.
- Intern uses developmental checklists to determine cognitive developmental level and learning style of individual children.
- Intern interacts with each child on a one-to-one basis during block building, easel painting and in the science and other learning centers to determine cognitive developmental level and learning style.
- Intern has devised a game incorporating touch, sight, and sound to informally determine learning style and preferred modality(ies) of individual children.
- Intern seeks assistance from mental health specialists when formal cognitive assessment is called for.

THE CDA TRAINING CRITERIA

When first conceptualizing CDA training, ACYF personnel and child care professionals made certain assumptions about teaching and learning. These were that:

1. Education of adults should provide for individual differences in experience and learning.
2. Supervised field experiences are essential to learning and provide opportunities for making direct application of knowledge.
3. Length of time in training should relate to individual needs in acquiring and demonstrating competence.

Based on these assumptions, CDA training guidelines were formulated and were used by the original CDA pilot projects in the design and implementation of innovative training approaches. These training guidelines later became part of the ACYF policy requirements for incorporating CDA training into Head Start Supplementary Training programs. The CDA Training Criteria specify that:

1. The training should be based on the CDA Competencies and should lead to their acquisition.
2. Valid credit should be provided for training.
3. Fifty percent or more of the intern's total training time should be spent in supervised field work.
4. Training should be organized so that academic and field work are an integrated set of experiences.
5. Training should be individualized according to each intern's strengths and needs with respect to acquisition of the CDA Competencies.

6. Training should be flexibly scheduled so that length of training time varies according to each intern's rate of acquisition of the CDA Competencies.

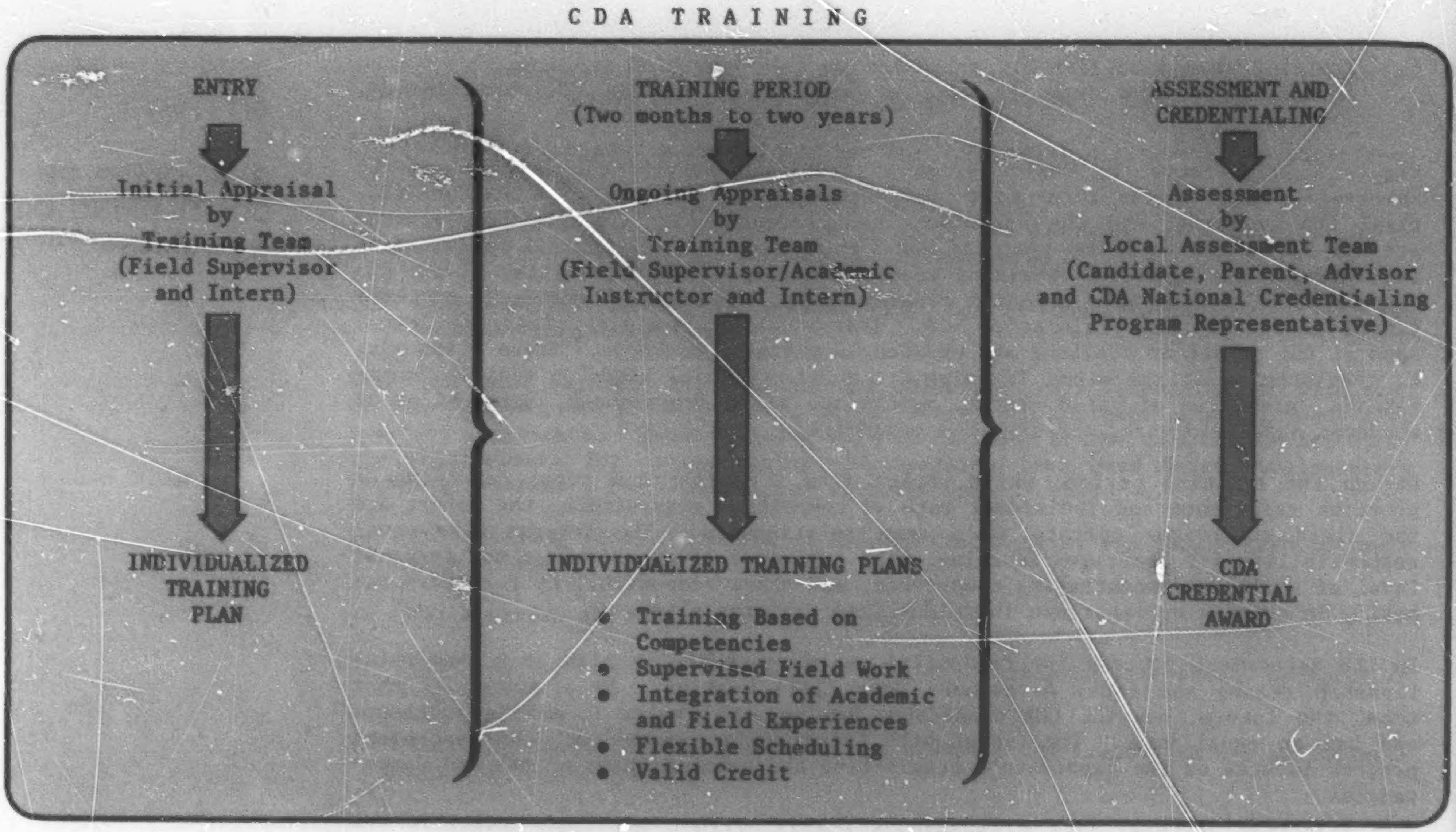
BASIC DESIGN OF CDA TRAINING AND ASSESSMENT

Figure 5 illustrates the basic design of CDA competency-based training and the interrelatedness of the three major components of the CDA program: CDA Competencies, CDA training, and CDA assessment and credentialing. The CDA Competencies are the basis for both the training and the assessment. An initial appraisal of the intern's strengths and training needs with respect to acquisition of the CDA Competencies is made upon training program entry, and ongoing appraisals are continued throughout the training period. Individualized training plans are developed at the outset of training and updated as training proceeds. These plans must be consistent with the other Training Criteria: training based on the CDA Competencies, provision of valid credit, supervised field experiences, integration of academic and field work, and flexible scheduling.

During the training period, which varies from 2 months to 2 years depending on previous experience and individual rate of competency acquisition, the intern and the field supervisor operate in a team relationship. The interns take equal responsibility for their own learning, make ongoing self-appraisals about personal level of skill in demonstrating competence, and share responsibility for decision-making in setting up their own individualized training plans.

In the assessment process for credential award, emphasis is also on a team relationship during the Local Assessment Team (LAT) meeting. As a member of that team, the intern, now the CDA candidate, has an equal voice in making judgments and has an equal vote. Consistent with CDA training procedures, the assessment process focuses on the candidate's acquisition and demonstration of the CDA Competencies.

Figure 5.
Basic Design of CDA Training and Assessment


CDA TRAINING
ENTRY
Initial Appraisal by Training Team (Field Supervisor and Intern)
INDIVIDUALIZED TRAINING PLAN
TRAINING PERIOD (Two months to two years)
Ongoing Appraisals by Training Team (Field Supervisor/Academic Instructor and Intern)
INDIVIDUALIZED TRAINING PLANS
• Training Based on Competencies
• Supervised Field Work
• Integration of Academic and Field Experiences
• Flexible Scheduling
• Valid Credit
ASSESSMENT AND CREDENTIALING
Assessment by Local Assessment Team (Candidate, Parent, Advisor and CDA National Credentialing Program Representative)
CDA CREDENTIAL AWARD

COMPARISON OF CDA COMPETENCY TRAINING AND OTHER TRAINING

A basic difference between the CDA approach and the approach to professional preparation in many teacher education programs is that award of the CDA credential is based solely on demonstrated competence rather than on numbers of academic courses taken, credits earned, and degrees conferred. The concept of demonstrated competence is also inherent in CDA training and distinguishes it from other forms of training.

The following list indicates additional differences between CDA and other types of training:

- Training program entry and exit requirements
- Academic course work
- Extent of required field experiences
- Relationship between academic and field work
- Length of training time
- Certification procedures
- Involvement of training institutions.

Figure 6 presents the major differences between approaches in CDA training programs and those generally taken in teacher education programs and highlights the CDA Training Criteria.

Figure 6.
Differences Between CDA Training Programs and Teacher Education Programs, Highlighting CDA Training Criteria

	Teacher Education Programs	CDA Training Programs	Training Criteria
Entry	Standards set by institution--entrance examination, high school diploma. All students begin program according to academic calendars.	Open eligibility--Intern must be at least 17 years old or have high school diploma; must meet local health requirements for working with children. Interns enter training when openings become available.	Flexible Scheduling
Academic Work	Stipulated for all students. Academic work includes courses in child development, teaching methods, and general academic requirements, such as history, science, sociology. General academic work usually precedes education courses.	Individually designed to meet each intern's needs. Each intern given an initial entry appraisal to determine his or her strengths or training needs with respect to the Competencies. CDA Competencies are basis for academic work.	Training Based on the Competencies Individualization
Field Experience	Practice teaching follows academic course work. Field experience usually limited in duration.	Academic and supervised field work occur simultaneously. Field work comprises 50 percent or more of total training time.	Supervised Field Work
Relationship of Theory to Practice	Usually does not occur until the culmination of the training during practice teaching.	Academic theory thoroughly integrated with field experiences. Both academic and field experiences based on specific set of Competencies designed for CDAs.	Integration of Academic and Field Experiences
Time	2-4 years.	Varies according to intern's progress. Two years is an expected maximum for acquiring the Competencies.	Flexible Scheduling Individualization
Exit	Standards established by the institution--completing the academic program with acceptable or satisfactory grades.	Standard met by successful acquisition of the CDA Competencies. Assessment of demonstrated competence executed through the Credential Award System.	Flexible Scheduling Training Based on the Competencies
Certification	Degrees, certificates, or credentials awarded to student by institution.	Child Development Associate credential awarded to intern by CDA National Credentialing Program.	
Institution involved	Colleges, community and junior colleges, and universities.	Colleges, community and junior colleges, and universities--in cooperation with, and in addition to, wide variety of other organizations interested in training for child care staff.	

CDA training allows for program uniqueness due to diversity in geographic location, cultural and ethnic makeup of children and families served, and program philosophy. Although CDA programs must focus on the acquisition of the CDA Competencies, there is no one set of training activities that each program must include. There are numerous ways that the CDA Training Criteria can be met. These alternative approaches will be discussed at length and related to the topic of quality training in the chapter to follow.

Chapter 3:

Developing and Implementing a Quality CDA Training Program

Section 1:
Format for Determining Quality of Training

OVERVIEW

This chapter presents an overview and a detailed description of the six CDA Training Criteria. It carries forth the theme set at the beginning of the Guide that the CDA Training Criteria are essential to the provision of quality training. It also carries forth the philosophy, originally established by ACYF, that there is no one way that the Criteria should be met. Although they provide a basic framework for CDA training, they are stated in broad terms so that training projects can meet the needs and preferences of local communities while at the same time maintaining CDA principles and practices. The term, CDA training project is used throughout the remainder of this document to refer to an institution, an agency, or both, or individuals and groups providing CDA training.

The Format as a Tool For Training Project Self-Study

The information that follows is presented in a format designed to facilitate self-study by CDA training providers or consumers. For training project or agency personnel who are interested in setting up a CDA training project, or who are in the initial stages of implementation, a number of alternatives are presented for implementing each Training Criterion.

For agencies that are seeking or are already receiving CDA training for their staffs, the information and format can serve as a reference or decisionmaking tool to determine the extent to which the training is focusing on quality through implementation of the Training Criteria. For training projects that are in full operation, it can help to refocus training and improve its quality. For example, a training project profile can be developed and presented in graph form showing levels of adherence for each Criterion, thus providing a graphic overview of the areas of strength and areas where some need or correction is called for.

A training perception-check can also be carried out in which representatives of all groups involved in the training project (interns, field supervisors, academic instructors, curriculum developers, field site staff, administrators, and parents) complete an evaluation of the project's adherence to each Criterion. These perceptions could then be compared, and areas of congruence and discrepancy could be used as a basis for modification of training.

The format also lends itself to conducting a training documentation effort with emphasis on the project's approach to each Training Criterion. It is one thing to say that the training is based on the CDA Competencies. It is another to document where and how this occurs.

Training projects can use the format as an orientation tool for new staff members or to present information to agencies seeking information about CDA training. Agencies or child care groups seeking to purchase CDA training from an outside provider might use the format for orienting the training provider to optimal CDA training practices. Once agreement about training has been reached and training is ongoing, the training consumer and training provider, working as a team, can use the format as a resource for monitoring and evaluation of the project.

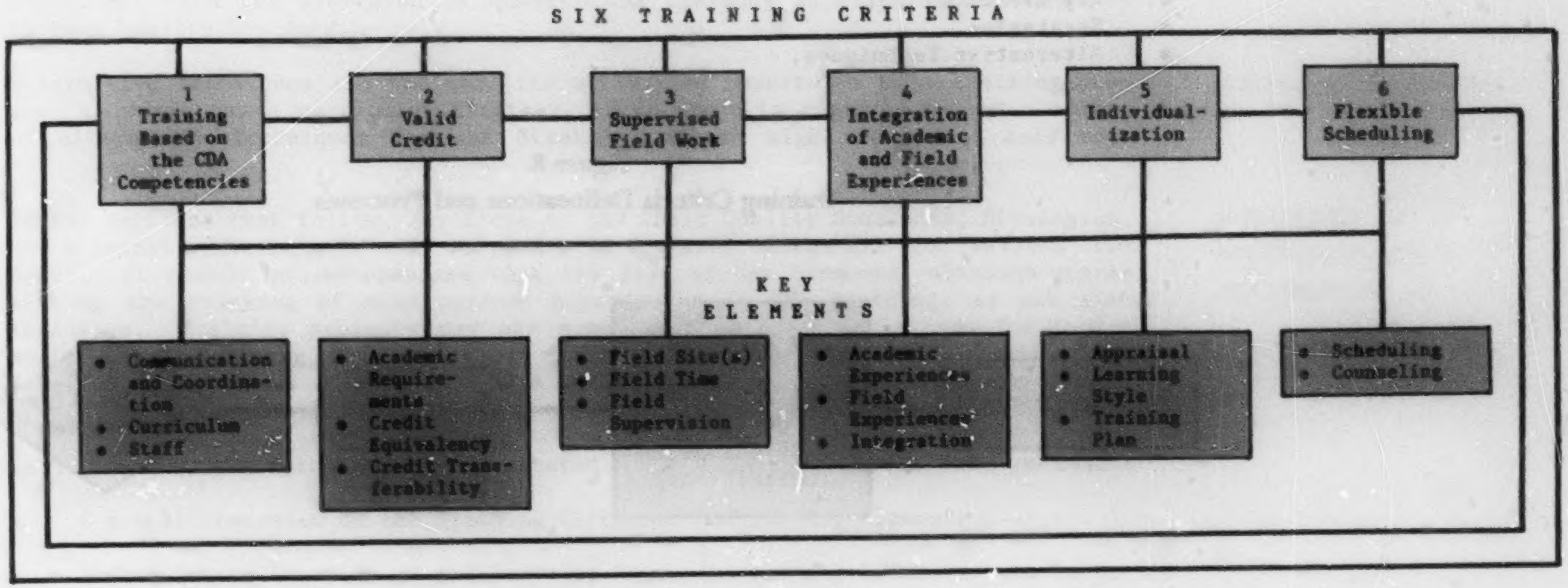
Quality CDA Training

Based on the assumption that there is a relationship between quality CDA training and adherence to the CDA Training Criteria, quality CDA training is defined as:

> Individualized training that is based on the CDA Competencies, provides a balance and integration of academic and field experiences and the award of valid credit, and permits CDA interns flexibility in duration and pace of training as they focus on and attain the goal of acquisition and demonstration of the CDA Competencies.

The format to be presented is a Training Criteria/Key Elements format. Key Elements have been delineated for each of the Training Criteria. These are shown in figure 7. The Key Elements serve as a focus for making judgments about the training project's adherence to each of the six CDA Training Criteria.

Figure 7.
CDA Training Criteria/Key Element Format

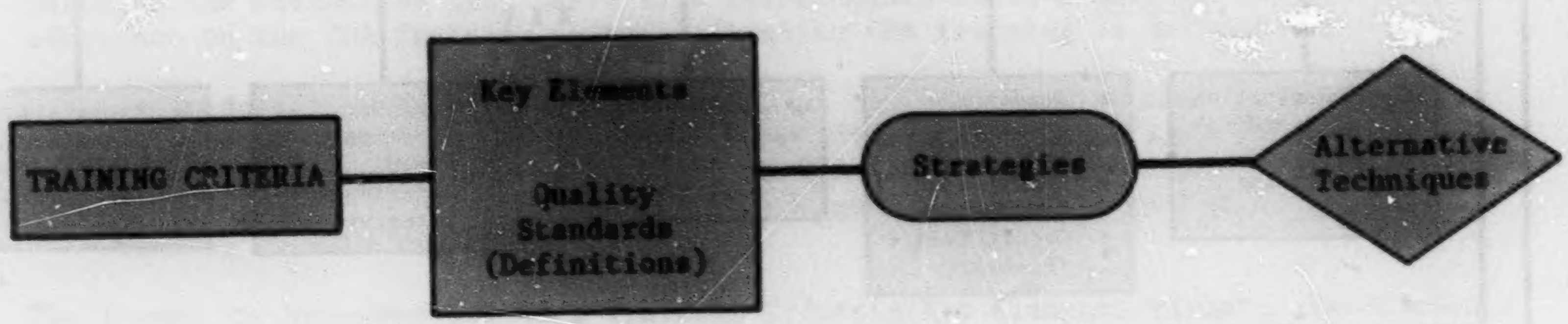

SIX TRAINING CRITERIA
1 Training Based on the CDA Competencies
2 Valid Credit
3 Supervised Field Work
4 Integration of Academic and Field Experiences
5 Individualization
6 Flexible Scheduling
KEY ELEMENTS
• Communication and Coordination
• Curriculum
• Staff
• Academic Requirements
• Credit Equivalency
• Credit Transferability
• Field Site(s)
• Field Time
• Field Supervision
• Academic Experiences
• Field Experiences
• Integration
• Appraisal
• Learning Style
• Training Plan
• Scheduling
• Counseling

TRAINING CRITERIA DELINEATIONS

Figure 8 presents the Training Criteria delineations and processes that will be used throughout the remainder of this document.

- Key Elements
- Strategies
- Alternative Techniques.

Figure 8.
Training Criteria Delineations and Processes


TRAINING CRITERIA
Key Elements
Quality Standards (Definitions)
Strategies
Alternative Techniques

Key Elements and Their Quality Standards

The Training Criteria are stated in broad terms. The Key Elements are further delineations of the broad terms and serve as a means of focusing more specifically on separate dimensions or aspects of the broad descriptions. This specificity is needed in order to make judgments about a training program's implementation of quality training. Each Key Element has been defined, and that definition is the Quality Standard for that Element.

Strategies

Strategies are methods a training project might use to meet the standards for each Key Element. Each training project should develop its own list in keeping with its own program philosophy, geographic location, or population to be served, and consistent with the provision of quality CDA training as stipulated in the Key Element Quality Standard.

Alternative Techniques

Alternative Techniques are the specific activities undertaken by a training project to carry out a particular Strategy. Some projects might carry out a number of Alternative Techniques for one Strategy; others might carry out only one.

SUMMARY OF INFORMATION TO FOLLOW

In the sections that follow, Key Elements and their Quality Standards, Strategies, and Alternative Techniques will be presented for each of the six CDA Training Criteria. It should be reemphasized that the list of Key Elements, although representing the thinking of many persons experienced in CDA training, is not all-inclusive. Training projects may use some Strategies and Techniques for implementing the Training Criteria that differ from those presented herein. The material that follows is presented as a guide to spur thinking, and foster innovation and at the same time maintain CDA concepts and philosophy.

Each Training Criterion will be presented in a separate section that includes:

- A graphic overview of the Training Criterion and its Key Elements
- A descriptive overview of the Training Criterion and Key Elements with implementation guidelines
- Definitions, or Quality Standards, for the Key Elements
- Strategies for meeting the Quality Standard for each Key Element
- Alternative Techniques that training projects might use singly, or in combination, to implement a particular Strategy.

For the purposes of clarity, color coding is used in the left and right margins to differentiate each Training Criterion and to highlight information that is focused on within a Criterion. A numbering system is also used to show relationships between Key Elements and Strategies within each Criterion, e.g.:

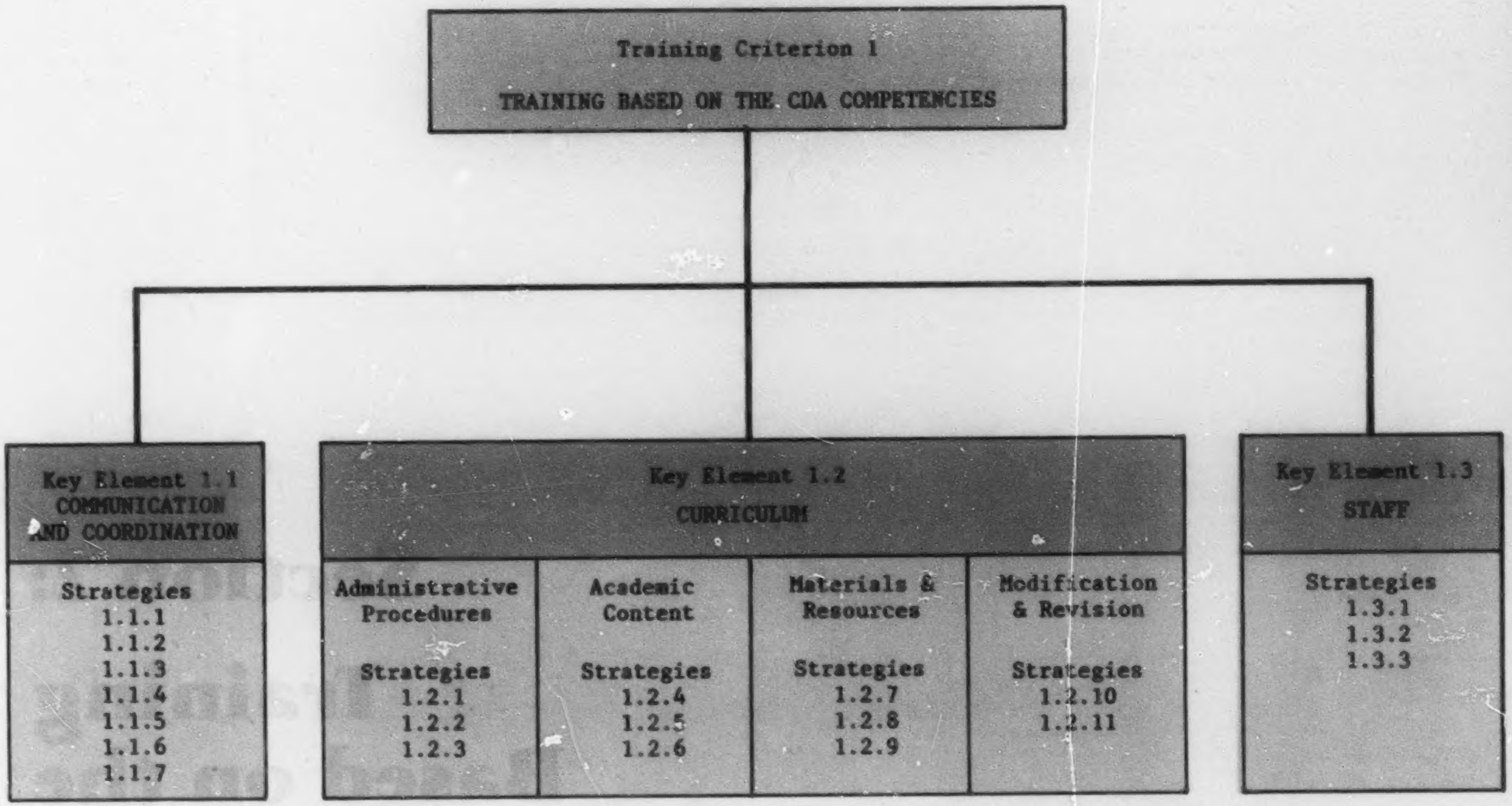
Training Criterion	1	
Key Elements	1.1	1.2
Strategies	1.1.1 1.1.2	1.2.1 1.2.2

Cross-referencing information is included in the color coded margins to show relationships between Training Criteria. Alternative Techniques are not numbered; rather, there is a box next to each Technique for checking purposes ☑ to facilitate recordkeeping by training program or agency staffs.

Section 2:

Training Based on the CDA Competencies

Key Elements and Strategies for Training Criterion 1


Training Criterion 1
TRAINING BASED ON THE CDA COMPETENCIES
Key Element 1.1
COMMUNICATION AND COORDINATION
Strategies
1.1.1
1.1.2
1.1.3
1.1.4
1.1.5
1.1.6
1.1.7
Key Element 1.2
CURRICULUM
Administrative Procedures
Strategies
1.2.1
1.2.2
1.2.3
Academic Content
Strategies
1.2.4
1.2.5
1.2.6
Materials & Resources
Strategies
1.2.7
1.2.8
1.2.9
Modification & Revision
Strategies
1.2.10
1.2.11
Key Element 1.3
STAFF
Strategies
1.3.1
1.3.2
1.3.3

OVERVIEW

The aim of CDA training is to help interns incorporate the CDA Competencies into their everyday behavior and thus become competent child caregivers. The CDA Competencies are, therefore, the substantive foundation for training.

Training Criterion 1 stipulates that training should be based on the CDA Competencies and should lead to their acquisition. Successful planning and implementation of this Training Criterion will have lasting impact on the quality of CDA training that is provided. The Key Elements and their Quality Standards reflect varied requirements and activities.

Three Key Elements significant in providing for Criterion 1 are: Communication and Coordination, Curriculum, and Staff. Communication and coordination procedures must be established among the participating groups (agencies, institutions, and departments within agencies and institutions) concerning CDA training content, philosophy, and principles. A curriculum is required in which the academic content and curriculum materials encompass the knowledge, skills, and attitudes embodied in the CDA Competencies and Personal Capacities. The curriculum design must also incorporate other CDA Training Criteria (i.e., that the training should be individualized with respect to each intern's acquisition of the CDA Competencies, should provide valid credit, and so on). Other pertinent activities include the recruitment, hiring, and training of staff.

Key Element: Communication and Coordination

Training based on the CDA Competencies differs from the type of training that most individuals in child development agencies that seek training or in the training projects that offer CDA training have experienced. It is therefore important to establish procedures for communication and coordination at the outset of training project design and development. This will facilitate implementation of this first Criterion, and also form a foundation for implementation of the other five Criteria. All parties should be oriented to CDA training content, philosophy, and principles, and should understand their roles and responsibilities concerning the ongoing implementation of Training based on the CDA Competencies.

Training projects should establish an active advisory committee representative of those constituent groups being served, including parents of young children, CDA interns, and professional and nonprofessional groups and individuals from the wider community. The training project manager or director should take the lead in instituting the local advisory committee.

Key Element: Curriculum

Curriculum is the most complex Key Element of those under Criterion 1. The CDA curriculum should encompass all dimensions of the CDA content, address other CDA Training Criteria, and be consistent with the CDA concept of demonstrated competence. Training projects must meet the challenge of addressing the innovative features of CDA and at the same time provide a course structure and crediting system that is acceptable to members of the academic community.

In order to meet this standard, the curriculum design must take into account both organizational and instructional curriculum components such as: administrative procedures, learning unit format, materials and resources, and learning experiences (academic and field).

One approach to CDA curriculum development is to modify or revise the early childhood teacher education curriculum already in place within the academic institution. In this approach, existing course titles, credits, and resource materials are utilized; however, revisions are made in the academic content, teaching methodology, and student requirements.

Another approach is to design and develop an entire CDA curriculum by starting with the CDA Competency/Functional Area structure as the basis for generating the academic content and with the CDA Training Criteria as the basis for the accompanying teaching methodology.

A modular format can also be used. Comprehensive modules, based on the CDA Competencies, designate a variety of field experiences and provide a variety of options for both the acquisition and demonstration of competence. Another method is to use a "multidimensional" format that incorporates courses, modules, and other learning experiences such as independent study, workshops, and minicourses.

Whatever approach is used, there should be consistency between CDA program goals and principles and the curriculum goals. Curriculum focus should be on providing for the interns' acquisition and demonstration of CDA Competencies in an educational process specifically designed for the adult learner.

Key Element: Staff

CDA training requires the careful selection and ongoing training of qualified academic instructors, field supervisors, and other staff. A central staff member of the CDA training team is the field supervisor, a new professional in child care training. The field supervisor plays a crucial role in all staffing patterns. The academic instructor has responsibility for coordinating with the field supervisor. Both must relate theory to practice.

The field supervisor conducts initial and ongoing appraisals of the intern's acquisition and demonstration of competence and has responsibilities for teaching, and also for establishing and maintaining a team relationship with, the intern. The teaching takes many forms: reading and reacting to writeups of assignments that require the application of theory to practice, modeling activities with young children in the child development setting, and conducting seminars and workshops.

Staffing patterns vary according to the format chosen for learning units and have implications for staff selection and ongoing staff development programs. In projects using a modular format, the field supervisor might also be the academic instructor.

In projects using the course format for learning units, the academic instructor responsible for the course work may or may not become a third member of the training team. In some projects this is not possible because of organizational and financial constraints. In those cases the academic instructor and the field supervisor are in communication; however, the field supervisor takes major responsibility for coordinating the academic and field experiences and for maintaining the training team relationship with the intern.

A number of staffing patterns are applicable when using the multidimensional format for learning units. Field site staff members such as education coordinators might become members of the training team. Training project personnel other than the field supervisors or academic instructors might also be assigned responsibility for coordinating the academic and field experiences.

On the pages that follow, the three Key Elements (Communication and Coordination, Curriculum, and Staff) are developed further in terms of:

- Quality Standards for Key Elements
- Strategies that training projects might focus on to meet the Standards
- Alternative Techniques, or activities, a training project might engage in to carry out a particular Strategy.[1]

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[1] The Alternative Techniques are examples of some of the ways training projects can implement CDA training consistent with the Training Criteria. The lists of Alternative Techniques are not to be considered as all-inclusive.

KEY ELEMENTS	QUALITY STANDARDS
1.1 Communication and Coordination	Establish and implement a plan for communication and coordination that designates inter-training project, training project/agency, and training project/community relationships, roles, and responsibilities concerning the planning and ongoing operation of training based on the CDA Competencies.
1.2 Curriculum	Provide a curriculum that encompasses all dimensions of the CDA content, is consistent with the CDA concept of demonstrated competence, and addresses other CDA Training Criteria.
1.3 Staff	Provide for an adequate number of qualified staff and their involvement in an ongoing staff development program.

CRITERION I
Training Based on the CDA Competencies

KEY ELEMENT 1.1
Communication and Coordination

QUALITY STANDARD

Establish and implement a plan for communication and coordination that designates inter-training project, training project/agency, and training project/community relationships, roles, and responsibilities concerning the planning and ongoing operation of training based on the CDA Competencies.

STRATEGIES

STRATEGIES

1.1.1 A paid training project staff member serves in the role of liaison between the training project and other institutions, groups, agencies, or organizations.

1.1.2 Orderly plans and agreements are formalized, in writing, regarding joint efforts between and within agencies, institutions, and departments, on implementation of the CDA Training Criteria.

1.1.3 A method is worked out for reconciling Federal, State, and local program requirements and training project practices.

1.1.4 An advisory committee is established that includes representatives from the training project and a wide variety of persons and groups from the early childhood/child development community.

1.1.5 Initial and ongoing briefings are held for all groups, departments, and the advisory committee about CDA training and its implementation.

1.1.6 Advisory committee members are actively involved in a number of project functions.

1.1.7 Regular project evaluations are conducted that focus on the CDA Training Criteria and include participation of all groups.

ALTERNATIVE TECHNIQUES

☐ Role and responsibilities of the liaison staff member are fully detailed and explained to all groups and individuals involved.

☐ Time is provided in the staff member's work schedule for carrying out responsibilities.

☐ Regular briefing meetings are scheduled between the liaison staff member and the training project director.

CRITERION I
Training Based on the
CDA Competencies

KEY ELEMENT 1.1
Communication and Coordination

STRATEGY 1.1.1

A paid training project staff member serves in the role of liaison between the training project and other institutions, groups, agencies, or organizations.

ALTERNATIVE TECHNIQUES

Cross references:

Credit Transferability, pp. 97-99
Staff, p. 75

CRITERION I
Training Based on the
CDA Competencies

KEY ELEMENT 1.1
Communication and Coordination

STRATEGY 1.1.2

Orderly plans and agreements are formalized in writing regarding joint efforts between and within agencies, institutions, and departments.

ALTERNATIVE TECHNIQUES

Cross references:

Credit Transferability, pp. 97-99
Curriculum (Modification and Revision), p. [illegible]
Field Site(s), pp. 109, 110
Integration, p. 145
Scheduling, p. 182

ALTERNATIVE TECHNIQUES

☐ Working relationships are mutually agreed upon prior to their formalization in writing.

☐ Each group has access to written agreements.

☐ Each group is informed in writing of changes, mutually determined, in plans, formats, and procedures. This information is attached to existing documents and plans.

ALTERNATIVE TECHNIQUES

☐ Copies of the CDA Training Criteria, and other pertinent requirements are circulated to all groups prior to project startup and are reviewed by the advisory committee.

☐ An alternative plan is in place during any interim period in which any negotiations take place concerning the meeting of a requirement (i.e., in meeting the training criterion for providing "valid credit," an alternative plan might be "credit banking").

☐ Interim and long-range plans for reconciling Federal, State, or local program requirements are submitted to the appropriate agency in writing.

CRITERION I
Training Based on the
CDA Competencies

KEY ELEMENT 1.1
Communication and Coordination

STRATEGY 1.1.3

A method is worked out for reconciling Federal, State, and local program requirements and training project practices.

ALTERNATIVE TECHNIQUES

Cross references:

Academic Requirements, pp. 88-90
Counseling, p. 186
Credit Transferability, pp. 97-99
Curriculum (Administrative Procedures), pp. 59, 60
Schedling, p. 182
Staff, p. 77

CRITERION 1
Training Based on the
CDA Competencies

KEY ELEMENT 1.1
Communication and Coordination

STRATEGY 1.1.4

An advisory committee is established that includes representatives from the training project and a wide variety of persons and groups from the early childhood/child development community.

ALTERNATIVE TECHNIQUES

Cross references:

Academic Requirements, p. 89
Credit Transferability, pp. 97-99
Field Site(s), p. 110
Scheduling, p. 182
Staff, p. 77

ALTERNATIVE TECHNIQUES

☐ The advisory committee is made up of representatives from the training project, the participating agency(ies), interns' field sites, other training institutions involved, and each of the three State agencies (Social Services, Health, and Education).

☐ The following categories are established from which advisory committee members are invited to serve:

- The CDA training project (interns, parents, staff)
- Interns' field sites (directors, education coordinators, teachers, parents)
- State agencies (day care licensing, departments of health, education, etc.)
- Institutions (public schools, colleges)
- Head Start (directors, education coordinators, STATOS, etc.)
- Child care organizations (early childhood professional organizations, private child care, etc.)
- Community representatives (church groups, private business, etc.).

ALTERNATIVE TECHNIQUES

☐ The liaison staff member has responsibility for initial and ongoing briefing sessions.

☐ A plan is formalized concerning regularly-scheduled meetings of representatives from each involved group.

☐ Records of meetings are circulated to individuals from each group by the group representative.

CRITERION 1
Training Based on the CDA Competencies

KEY ELEMENT 1.1
Communication and Coordination

STRATEGY 1.1.5

Initial and ongoing briefings are held for all groups, departments, and the advisory committee about CDA training and its implementation.

ALTERNATIVE TECHNIQUES

Cross references:

Academic Requirements, p. 88
Appraisal, p. 157
Credit Transferability,
pp. 97-99
Field Site(s), pp. 109, 110
Integration, p. 144
Staff, p. 78

CRITERION 1
Training Based on the
CDA Competencies

KEY ELEMENT 1.1
Communication and Coordination

STRATEGY 1.1.6

Advisory committee members are actively involved in a number of project functions.

ALTERNATIVE TECHNIQUES

Cross references:

Academic Requirements, pp. 88, 89
Counseling, p. 186
Credit Transferability, pp. 97-99
Curriculum (Materials and Resources), p. 68
Curriculum (Modification and Revision), p. 73
Field Site(s), p. 108

ALTERNATIVE TECHNIQUES

☐ Members work on three major areas of interest for which they sign up at the beginning of each program year:

- Administration and Management: initial and ongoing planning; promotion and public relations; field training site identification and selection; and intern selection

- Staff: selection and recruitment; training; and consultation

- Training Based on the Competencies: curriculum development and revision and implementation of Training Criteria.

☐ Members are oriented to total program operations and possibilities for involvement. They then sign up for involvement in those areas for which they have expertise and interest.

ALTERNATIVE TECHNIQUES

- The liaison staff member is responsible for assembling the evaluation committee and facilitating its functioning and the completion of the evaluation process.

- An evaluation committee is formed from representatives of each participating group.

- The evaluation committee operates under an agreed-upon code of ethics.

- Each evaluation committee representative has the responsibility of providing input and feedback from his or her group to the total committee.

CRITERION I
Training Based on the
CDA Competencies

KEY ELEMENT 1.1
Communication and Coordination

STRATEGY 1.1.7

Regular project evaluations are conducted that focus on the CDA Training Criteria and include participation of all groups.

ALTERNATIVE TECHNIQUES

Cross references:

Credit Transferability, pp. 97-99
Curriculum (Modification and Revision), p. 73
Field Site(s), p. 110
Staff, p. 77

CRITERION I
Training Based on the
CDA Competencies

KEY ELEMENT 1.2
Curriculum
(Administrative Procedures)

QUALITY STANDARD

Provide a curriculum that encompasses all dimensions of the CDA content, is consistent with the CDA concept of demonstrated competence, and addresses other CDA Training Criteria.

STRATEGIES

STRATEGIES

1.2.1 Goals for the training project are established that are consistent with CDA program goals and also meet local program needs and goals.

1.2.2 There is an organized plan for structuring learning units so that training is based on the CDA Competencies and leads to their acquisition. The plan includes: a specification of the academic content, materials and resources (written and audiovisual), and learning experiences (academic and field).

1.2.3. A systematic plan is used to determine the academic content to be included in the curriculum.

ALTERNATIVE TECHNIQUES

☐ Agency staff, field site staffs, and parents of children at field sites are polled to determine local program needs and goals.

☐ A curriculum committee identifies training project goals, reviews these goals and local programs goals for consistency with CDA program goals, and submits report to the advisory committee prior to curriculum development or implementation.

☐ A list of Indicators of competence is developed for each Functional Area by the curriculum committee. The Indicators are consistent with standards set by the CDA National Credentialing Program and also reflect the local program needs. The lists are reviewed by the advisory committe prior to curriculum development.

CRITERION 1
Training Based on the
CDA Competencies

KEY ELEMENT 1.2
Curriculum
(Administrative Procedures)

STRATEGY 1.2.1

Goals for the training project are established that are consistent with CDA program goals and also meet local program needs and goals.

ALTERNATIVE TECHNIQUES

Cross references:

Communication and Coordination, p. 53
Credit Transferability, p. 97
Curriculum (Materials and Resources), p. 69
Curriculum (Modification and Revision, pp. 72, 73
Integration, p. 144
Training Plan, p. 168

CRITERION I
Training Based on the
CDA Competencies

KEY ELEMENT 1.2
Curriculum
(Administrative Procedures)

STRATEGY 1.2.2

There is an organized plan for structuring learning units so that training is based on the CDA Competencies and leads to their acquisition.

ALTERNATIVE TECHNIQUES

Cross references:

Academic Experiences, pp. 135-137
Academic Requirements, p. 88
Credit Transferability, p. 97
Communication and Coordination, p. 53
Curriculum (Materials and Resources), p. 68
Field Experiences, pp. 139-141
Field Time, p. 116
Integration, p. 146
Scheduling, p. 181

ALTERNATIVE TECHNIQUES

☐ A new course format is used for learning units. Each course is based on a CDA Competency Area with subunits that cover separate Functional Areas. Content, materials and resources, and learning experiences have been developed to include the CDA content and competency-based training process.

☐ Existing early childhood teacher education courses have been modified to completely encompass CDA content and training processes.

☐ Interns take portions of existing coursework that are applicable to CDA Competency and Functional Areas. Supervised field work is written up in a separate syllabus. Content not available in existing courses is provided through supplementary seminars, workshops, or independent study.

☐ A modular format is used. Modules are based on the CDA Competency and Functional Areas, designate a variety of field activities, and provide for the acquisition and demonstration of competence.

☐ A multidimensional format is used encompassing a variety of learning experiences and formats applicable to the CDA Competencies and Functional Areas: courses, modules, workshops, seminars, and independent study.

ALTERNATIVE TECHNIQUES

☐ Indicators of Competence in each Functional Area are analyzed to determine the attitudes, skills, and knowledge necessary for acquisition and demonstration of the Competencies. Academic content is then identified.

☐ Functional Areas are analyzed to determine the attitudes, skills, and knowledge necessary for acquisition and demonstration of the Competencies. Academic content is then identified.

☐ CDA Competencies are analyzed to determine the attitudes, skills, and knowledge necessary for acquisition and demonstration of the Competencies. Academic content is then identified.

A systematic plan is used to determine the academic content to be included in the curriculum.

Cross references:

Integration, p. 146

CRITERION I
Training Based on the CDA Competencies

KEY ELEMENT I.2
Curriculum
(Academic Content)

QUALITY STANDARD
Provide a curriculum that encompasses all dimensions of the CDA content, is consistent with the CDA concept of demonstrated competence, and addresses other CDA Training Criteria.

STRATEGIES

STRATEGIES

1.2.4 The CDA curriculum content encompasses each CDA Competency Area and the Functional Areas within each Competency Area.

1.2.5 The CDA curriculum content encompasses the Personal Capacities.

1.2.6 The CDA curriculum content encompasses the bilingual/bicultural competencies.

ALTERNATIVE TECHNIQUES

- Academic content is presented for each broad Competency Area in a separate training package. Each training package contains separate modules for the Functional Areas pertaining to that particular Competency Area.

- Academic content is offered in separate courses for each Functional Area. An additional course integrates Functional and Competency Areas.

- Academic content is offered for each major Competency Area through separate courses that focus on the Functional Areas under each Competency Area.

- Academic content pertaining to the CDA Competency and Functional Areas is focused on in the regular early childhood teacher education courses.

- Academic content pertaining to each CDA Competency and Functional Area is offered through courses, modules, workshops, seminars, and minicourses.

CRITERION 1
Training Based on the CDA Competencies

KEY ELEMENT 1.2
Curriculum (Academic Content)

STRATEGY 1.2.4

The CDA curriculum content encompasses each CDA Competency Area and the Functional Areas within each Competency Area.

ALTERNATIVE TECHNIQUES

Cross references:

Academic Experiences, pp. 135-137
Credit Equivalency, pp. 92-95
Field Experiences, pp. 138-142

The CDA curriculum content encompasses the Personal Capacities.

ALTERNATIVE TECHNIQUES

Cross references:

Academic Experiences, pp. 135-137
Credit Equivalency, pp. 92-95
Field Experiences, pp. 138-142

ALTERNATIVE TECHNIQUES

☐ A training module is available for study of the Personal Capacities.

☐ A separate academic course is offered on the Personal Capacities.

☐ The Personal Capacities are focused on in academic courses covering the Competency and Functional Areas.

☐ An indepth workshop focuses on the Personal Capacities.

☐ The Personal Capacities are focused on in supervised field experiences.

ALTERNATIVE TECHNIQUES

☐ A separate training module is available for each bilingual/bicultural competency.

☐ A separate academic course is offered that addresses the bilingual/bicultural competencies.

☐ The bilingual/bicultural competencies are included and discussed as they relate to content and activities in academic courses covering the Competency and Functional Areas.

☐ The bilingual/bicultural competencies are studied through workshops and minicourses.

CRITERION I
Training Based on the CDA Competencies

KEY ELEMENT 1.2
Curriculum
(Academic Content)

STRATEGY 1.2.6

The CDA curriculum content encompasses the bilingual/bicultural competencies.

ALTERNATIVE TECHNIQUES

Cross references:

Academic Experiences, pp. 135-137
Credit Equivalency, pp. 92-95
Field Experiences, pp. 138-142

CRITERION I
Training Based on the CDA Competencies

KEY ELEMENT 1.2
Curriculum (Materials and Resources)

QUALITY STANDARD

Provide a curriculum that encompasses all dimensions of the CDA content, is consistent with the CDA concept of demonstrated competence, and addresses other CDA Training Criteria.

STRATEGIES

STRATEGIES

1.2.7 A wide variety of curriculum materials and resources covering the Competency and Functional Areas, Personal Capacities, and where appropriate, the bilingual/bicultural competencies is available.

1.2.8 Curriculum materials and resources not specifically written for CDA training, but that cover content pertinent to the Competency and Functional Areas, Personal Capacities, and the bilingual/bicultural competencies are available.

1.2.9 CDA curriculum materials and resources are consistent with other CDA Training Criteria:

- Valid credit
- Supervised field work
- Academic/field integration
- Individualization
- Flexible scheduling.

ALTERNATIVE TECHNIQUES

☐ Training modules, written and developed by project personnel to reflect the project's philosophy and training approach, cover the entire CDA content:

- The 6 Competency Areas and 13 Functional Areas
- Personal Capacities
- Bilingual/bicultural competencies.

☐ Training modules covering the entire CDA content created and used in another CDA training project are available to interns.

☐ Supplementary audiovisual materials are available that pertain to Indicators in each Competency and Functional Area, the Personal Capacities, and the bilingual/bicultural competencies.

☐ A slide/tape overview of the CDA Competency and Functional Areas is available for an orientation to CDA.

☐ Audiotapes of credentialed CDAs discussing the training and assessment process are available for study and orientation purposes.

☐ Video tapes of CDA interns in action at field sites are available for study by interns and field supervisors.

CRITERION I
Training Based on the
CDA Competencies

KEY ELEMENT 1.2
Curriculum
(Materials and Resources)

STRATEGY 1.2.7

A wide variety of curriculum materials and resources covering the Competency and Functional Areas, Personal Capacities, and where appropriate, the bilingual/bicultural competencies is available.

ALTERNATIVE TECHNIQUES

Cross references:

Counseling, p. 185
Field Experiences, p. 141
Field Site(s), pp. 112, 113

CRITERION I
Training Based on the
CDA Competencies

KEY ELEMENT 1.2
Curriculum
(Materials and Resources)

STRATEGY 1.2.8

Curriculum materials and resources not specifically written for CDA training, but that cover content pertinent to the Competency and Functional Areas, Personal Capacities, and the bilingual/bicultural competencies are available.

ALTERNATIVE TECHNIQUES

Cross references:

Communication and Coordination, p. 56
Counseling, p. 185
Curriculum (Modification and Revision), p. 72
Field Site(s), pp. 112, 113

ALTERNATIVE TECHNIQUES

☐ Textbooks in early childhood/child development are available through the training project library and campus library.

☐ Films, slides, and transparencies on early childhood curriculum content (i.e., dramatic play) are available through the campus and community libraries.

☐ A curriculum committee is assigned to review materials from professional journals to supplement resource materials pertaining to the Competency and Functional Areas, Personal Capacities, and bilingual/bicultural competencies.

ALTERNATIVE TECHNIQUES

☐ A crediting system provides for valid credit upon completion of curriculum materials associated with academic courses or used singly, such as training modules.

☐ Focus in the curriculum and resource materials is on the concept of demonstrated competence according to the CDA Competency Standards.

☐ The academic content clearly designates the Competency Areas, Functional Areas, and Competency Standards that are addressed in each curriculum document.

☐ A variety of Indicators is included in the curriculum materials for the Functional Areas specified.

☐ Many alternative activities are provided for supervised field experiences.

☐ The roles and functions of the intern and the training personnel are specified in relation to the learning experiences included.

CRITERION 1
Training Based on the
CDA Competencies

KEY ELEMENT 1.2
Curriculum
(Materials and Resources)

STRATEGY 1.2.9

CDA curriculum materials and resources are consistent with other CDA training criteria: Valid Credit, Supervised field work, Academic/Field integration, Individualization, and Flexible scheduling.

ALTERNATIVE TECHNIQUES

Cross references:

Credit Equivalency, pp. 93, 94
Curriculum (Administrative Procedures), pp. 59, 60
Field Time, pp. 116, 118
Integration, pp. 146, 147
Learning Style, p. 163
Staff, p. 78

CRITERION 1
Training Based on the
CDA Competencies

KEY ELEMENT 1.2
Curriculum
(Materials and Resources)

STRATEGY 1.2.9

CDA curriculum materials and resources are consistent with other CDA training criteria: Valid Credit, Supervised field work, Academic/Field integration, Individualization, and Flexible scheduling.

ALTERNATIVE TECHNIQUES (continued)

Cross references:

Appraisal, p. 159
Integration, pp. 144, 146, 147
Learning Style, pp. 163, 165, 166
Scheduling, p. 182

ALTERNATIVE TECHNIQUES

☐ Learning experiences are included that clearly relate academic and field experiences.

☐ Products are required that could be used for the training or final assessment (LAT) portfolio, and directions are given showing this relationship.

☐ Materials are written or presented in such a way as to appeal to interns with a wide range of educational backgrounds and experiences.

☐ Written, audio, and audiovisual materials are included that appeal to interns' individual learning styles.

☐ Curriculum materials include instructions for individualization according to interns' individual learning rates.

☐ Materials contain directions and provision for pre-, ongoing, and exit appraisals.

STRATEGIES

1.2.10 Provision is made for ongoing CDA curriculum and curriculum materials development, modification, and revision.

1.2.11 A mechanism is established for obtaining feedback on the CDA curriculum and curriculum materials to serve as a basis for curriculum modification and revision.

QUALITY STANDARD
Provide a curriculum that encompasses all dimensions of the CDA content, is consistent with the CDA concept of demonstrated competence, and addresses other CDA Training Criteria.

CRITERION I
Training Based on the
CDA Competencies

KEY ELEMENT 1.2
Curriculum
(Materials and Resources)

STRATEGY 1.2.10

Provision is made for ongoing CDA curriculum and curriculum materials development, modification, and revision.

ALTERNATIVE TECHNIQUES

Cross references:

Curriculum (Administrative Procedures), p. 59
Curriculum (Materials and Resources), p. 68
Integration, p. 144
Staff, p. 78

ALTERNATIVE TECHNIQUES

☐ An active curriculum committee, made up of members of the project's advisory committee and staff, is responsible for further curriculum development, modification, and revision.

☐ Designated project staff are assigned the responsibility for curriculum development, modification, and revision.

☐ The training project budget provides for further development of curriculum materials, purchase of new materials, and revision and update of materials.

☐ The project is kept informed of new CDA and other pertinent training materials through resource centers and professional journals.

ALTERNATIVE TECHNIQUES

☐ An evaluation form covering reactions to both the content and training process is completed by the interns and trainers upon completion of each CDA learning unit.

☐ CDA trainers provide written feedback to the curriculum committee on a quarterly basis.

☐ One CDA intern nominated by peers obtains intern feedback for presentation to the curriculum committee.

☐ Designated CDA trainers and CDA interns who are active members of the curriculum committee obtain and present feedback.

☐ A curriculum committee member who is also on the advisory committee communicates curriculum modification and revision findings and procedures.

CRITERION 1
Training Based on the
CDA Competencies

KEY ELEMENT 1.2
Curriculum
(Modification and Revision)

STRATEGY 1.2.11

A mechanism is established for obtaining feedback on the CDA curriculum and curriculum materials to serve as a basis for curriculum modification and revision.

ALTERNATIVE TECHNIQUES

Cross references:

Communication and Coordination, pp. 56, 57
Curriculum (Administrative Procedures), p. 59
Integration, p. 144

CRITERION I
Training Based on the CDA Competencies

KEY ELEMENT 1.3
Staff

QUALITY STANDARD
Provide for an adequate number of qualified staff and their involvement in an ongoing staff development program.

STRATEGIES

STRATEGIES

1.3.1 Recruitment and selection of training staff take into account and reflect the CDA concept and philosophy.

1.3.2 An appropriate field supervisor-intern ratio (from 1-10 to 1-12) is established and maintained.

1.3.3 A staff development and training program is established and maintained.

ALTERNATIVE TECHNIQUES

☐ Staff recruitment and selection is a team effort involving the project staff and representatives from the academic institution, agency, advisory committee, and interns.

☐ Job descriptions that define roles and responsibilities of personnel in terms of CDA concepts and philosophy are reviewed during the selection process.

☐ Training staff members are selected based on their acceptance of the CDA concept of demonstrated competence, the assumptions concerning the adult learner embodied in the CDA Training Criteria, and the team relationship unique to CDA training and assessment.

☐ Staff qualifications include awareness and understanding of the ethnic group, including bilingual/bicultural and other minority members, in the intern and community population.

Recruitment and selection of training staff take into account and reflect CDA concepts and philosophy.

Cross references:

Academic Requirements, p. 88
Counseling, p. 184
Credit Transferability, p. 97
Communication and Coordination, p. 51
Field Supervision, pp. 120, 121, 125

ALTERNATIVE TECHNIQUES

☐ Field supervisors are required to have academic background in early childhood education and experience in teaching young children in child development settings.

☐ Field supervisors and academic instructors are selected based on their ability to be a role model in the child development setting.

☐ Project staff are recruited and selected who are able to take a variety of roles and responsibilities to insure program continuity during periods of staff turnover.

Cross references:

Field Site(s), p. 112
Field Supervision, pp. 123-125
Field Time, p. 118
Integration, pp. 144, 145

ALTERNATIVE TECHNIQUES

☐ Field supervisor assignments are made in terms of location to interns and field sites.

☐ Regular appraisals are made of the field supervisor's load and intern's progress.

☐ Agency personnel are used in a supplemental role to maintain the field supervisor-intern ratio.

☐ An adequate field supervisor salary and work schedule is maintained to prevent a high rate of staff turnover.

CRITERION I
Training Based on the CDA Competencies

KEY ELEMENT 1.3
Staff

STRATEGY 1.3.2

An appropriate field supervisor-intern ratio (from 1-10 to 1-12) is established and maintained.

ALTERNATIVE TECHNIQUES

Cross references:

Communication and Coordination, pp. 53, 54, 57
Field Site(s), p. 114
Field Supervision, p. 120
Field Time, p. 117

CRITERION 1
Training Based on the CDA Competencies

KEY ELEMENT 1.3
Staff

STRATEGY 1.3.3

A staff development and training program is established and maintained.

ALTERNATIVE TECHNIQUES

Cross references:

Appraisal, p. 156
Communication and Coordination, p. 55
Counseling, p. 184
Curriculum (Materials and Resources), p. 69
Curriculum (Modification and Revision), p. 72
Field Site(s), p. 109
Field Supervision, p. 120
Integration, p. 145

ALTERNATIVE TECHNIQUES

☐ Staff receive an orientation and ongoing training on the CDA content as well as the CDA training process.

☐ New CDA materials and methods are introduced as they are developed at the national, regional, and program levels.

☐ Staff development and training sessions are set up on a regular basis.

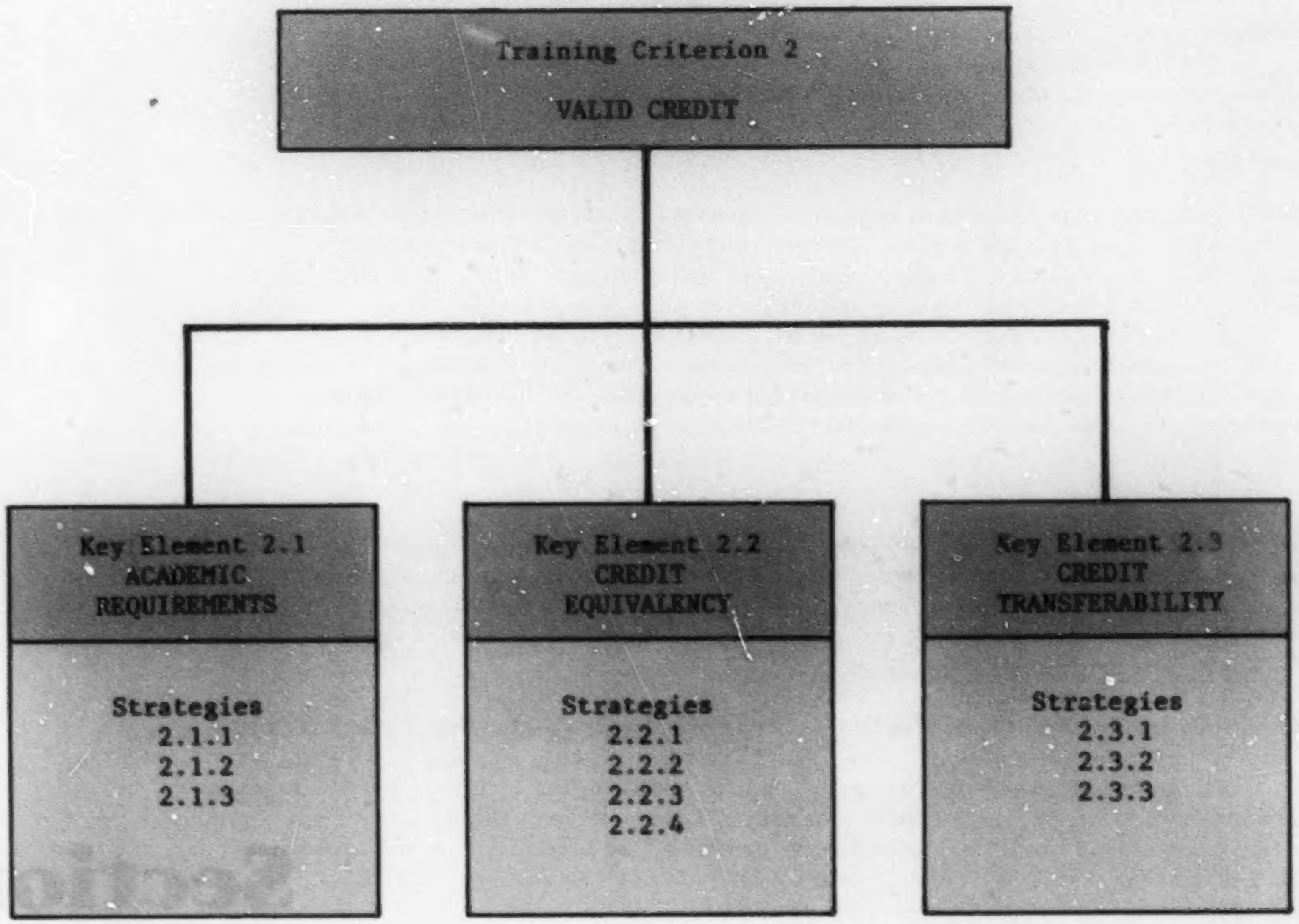
☐ The project budget provides for key personnel to attend national and regional CDA workshops and pertinent early childhood conferences.

☐ The project budget provides for the hiring of training consultants.

☐ Staff development activities include opportunities for field supervisors to share and process their experiences with other staff.

Section 3:
Valid Credit

Key Elements and Strategies for Training Criterion 2


Training Criterion 2
VALID CREDIT
Key Element 2.1
ACADEMIC
REQUIREMENTS
Strategies
2.1.1
2.1.2
2.1.3
Key Element 2.2
CREDIT
EQUIVALENCY
Strategies
2.2.1
2.2.2
2.2.3
2.2.4
Key Element 2.3
CREDIT
TRANSFERABILITY
Strategies
2.3.1
2.3.2
2.3.3

OVERVIEW

Training Criterion 2 states that valid credit should be provided for CDA training. Valid credit is defined as academic credit that is transferable to other institutions of higher education, and to other courses of study including degree programs. The Key Elements for this Criterion are: Academic Requirements, Credit Equivalency, and Credit Transferability.

Implementation of this Criterion has been controversial throughout the history of CDA in terms of the type and amount of credit to be awarded. A source of controversy has been the CDA training requirement that 50 percent or more of the total training time should be spent in supervised field work. In some teacher education programs practicum experiences do not receive equal weighting in credits or contact hours with academic course work. In CDA competency-based training, however, field experiences are as crucial as academic experiences. Academic instructors and field supervisors work together to individualize academic content and experiences based on field supervision. CDA has legitimized field training. Valid credit should be provided.

The award of valid credit offers training projects an avenue for "quality" control. Groups offering CDA training that are not colleges or universities need to establish a linkage with an academic institution in order to provide valid credit.

Key Element: Academic Requirements

Provision for valid credit is facilitated when training projects can successfully incorporate CDA training principles and practices into the academic system of requirements. CDA interns need to be provided for through "regular" procedures for registration and issuance of course cards. Every effort should be made to include CDA learning units, whether they are courses, modules, or a combination, in the academic catalog.

A system of grading should be established that meets academic requirements and standards and is consistent with CDA philosophy. Interns' levels of demonstrated competence may need to be translated into letter-grades. The academic semester or quarter grading system will need to be modified to allow for interns to move through the training program at their own rate, and exit from the training program when they have acquired the Competencies.

Key Element: Credit Equivalency

Number of credits for CDA training need to be established, as does a method of granting credits. Listed below are ways of granting credit for CDA training:

- Credit by completion of learning units. Learning units may be courses, modules or a combination of modules, workshops, seminars, and independent study. Both academic work and field experiences can be translated into a specified number of credit units and related to new or existing courses or modules, or a combination of both. Academic experiences can vary widely from formal coursework to field site seminars, learning modules, and independent study. Field experiences can also vary and include observations, field trips, and ongoing demonstration and appraisal of competence.

- Credit by demonstrating competence according to the CDA Competency Standards (in catalog terms, credit by examination), with Competencies or Functional Areas being translated into academic credits. The underlying assumption here is that competence is the primary criterion for credit rather than the specific experiences leading to competence.

- Credit by recognition of the CDA credential, with the CDA credential considered as equivalent or as partially satisfying the required block of credits for a major in early childhood education or child development in any degree program: associate, bachelor's, master's, or doctorate.

Key Element: Credit Transferability

Transferability of credit is an important dimension of the valid credit Criterion. CDA training projects should make every effort to insure not only that credit accompanies CDA training, but also that the credit earned is applicable to a degree and transferable to other institutions. Some training projects have proposed to give credit through external degree programs of affiliated colleges. Other projects have arranged for interns to secure credits upon entry for previous "life experiences" or "significant learning." Still others advocate the arrangement where a student first completes his or her specialization in early childhood education and child development before taking the broad general education courses required for a bachelor's degree.

Strategies and Alternative Techniques for the Key Elements are presented on the pages that follow.

CRITERION 2
Valid Credit

KEY ELEMENTS
and their
QUALITY
STANDARDS

KEY ELEMENTS	QUALITY STANDARDS
2.1 Academic Requirements	Establish and implement a plan for incorporating CDA training principles and procedures into the academic system of requirements.
2.2 Credit Equivalency	Establish and implement a plan that provides for the award of academic credit for CDA training and/or ability to demonstrate the CDA Competencies.
2.3 Credit Transferability	Establish and implement a plan for the transfer of CDA academic credits within and between academic institutions.

STRATEGIES

2.1.1 The CDA training project is incorporated into the existing departmental structure of the academic institution.

2.1.2 Provisions are made to enable CDA interns to achieve "regular" rather than "special" student status in the academic institution.

2.1.3 Grading policies and procedures are established.

CRITERION 2
Valid Credit

KEY ELEMENT 2.1
Academic Requirements

QUALITY STANDARD
Establish and implement a plan for incorporating CDA training principles and procedures into the academic system of requirements.

STRATEGIES

CRITERION 2
Valid Credit

KEY ELEMENT 2.1
Academic Requirements

STRATEGY 2.1.1

The CDA training project is incorporated into the existing departmental structure of the academic institution.

ALTERNATIVE TECHNIQUES

Cross references:

Communication and Coordination, pp. 55, 56
Curriculum (Administrative Procedures), p. 60
Field Supervision, p. 124
Scheduling, pp. 180, 181
Staff, p. 75

ALTERNATIVE TECHNIQUES

☐ CDA courses are included in the academic catalog.

☐ The CDA curriculum is coordinated with existing institutional courses and course offerings.

☐ CDA field supervisors and CDA academic instructors are selected according to procedures set for regular faculty.

☐ Regular briefings of all departments and personnel in the academic institution are held.

ALTERNATIVE TECHNIQUES

☐ Criteria are established and adhered to in the screening and selection of interns.

☐ The on-campus communication (reading and writing) skills laboratory is made available to CDA interns.

☐ Interns "bank" their credits until they "pass" or meet eligibility requirements.

☐ Interns receive credit for "life experiences."

CRITERION 2
Valid Credit

KEY ELEMENT 2.1
Academic Requirements

STRATEGY 2.1.2

Provisions are made to enable CDA interns to achieve "regular" rather than "special" student status in the academic institution.

ALTERNATIVE TECHNIQUES

Cross references:

Communication and Coordination, pp. 53, 54, 56
Integration, p. 147
Scheduling, p. 180
Training Plan, p. 169

CRITERION 2
Valid Credit

KEY ELEMENT 2.1
Academic Requirements

STRATEGY 2.1.3

Grading policies and procedures are established.

ALTERNATIVE TECHNIQUES

Cross references:

Credit Equivalency, p. 95
Communication and Coordination, p. 53
Learning Style, p. 164
Scheduling, pp. 180, 181
Training Plan, p. 168

ALTERNATIVE TECHNIQUES

☐ Interns' levels of demonstrated competence are translated into the letter-grade structure.

☐ Demonstrated competence replaces the usual testing system.

☐ CDA interns are graded on a "pass-incomplete" basis, a grade of "incomplete" being removed when an intern demonstrates competence.

☐ CDA course cards and grading are "programmed-in" to the computer system.

CRITERION 2
Valid Credit

KEY ELEMENT 2.2
Credit Equivalency

QUALITY STANDARD
Establish and implement a plan that provides for the award of academic credit for CDA training and/or ability to demonstrate the CDA Competencies.

STRATEGIES

STRATEGIES

2.2.1 In a course format for learning units, interns earn academic credits upon completion of CDA courses.

2.2.2 In a modular format for learning units, interns earn academic credits upon completion of CDA training modules.

2.2.3 In a multidimensional learning unit format, interns earn academic credits upon completion of supplemental CDA training activities.

2.2.4 Interns earn academic credits by demonstrating competence according to the CDA Competency Standards.

CRITERION 2
Valid Credit

KEY ELEMENT 2.2
Credit Equivalency

STRATEGY 2.2.1

In a course format for learning units, interns earn academic credits upon completion of CDA courses.

ALTERNATIVE TECHNIQUES

Cross references:

Curriculum (Academic Content), pp. 63-65
Integration, p. 146
Scheduling, pp. 180, 181

ALTERNATIVE TECHNIQUES

☐ Interns earn a designated number of semester-hour credits upon completion of CDA courses, each course covering one of the CDA Competency Areas and carrying a designated number of credits for the academic and accompanying field experiences.

☐ Interns earn a designated number of quarter-hour credits upon completion of CDA minicourses, each carrying an equal number of credits for the academic and accompanying field experiences. Minicourses cover the Functional Areas, Personal Capacities, and the bilingual/bicultural competencies.

ALTERNATIVE TECHNIQUES

☐ Interns earn a designated number of quarter-hour credits by completing training modules for each major Competency Area, each carrying a designated number of credits. On-campus orientation sessions are presented prior to work on each Competency Area.

☐ Interns earn a designated number of semester-hour CDA credits by completing CDA training modules, each carrying a designated number of credits. Modules pertain to the CDA Functional Areas, portfolio development, and the Personal Capacities.

CRITERION 2
Valid Credit

KEY ELEMENT 2.2
Credit Equivalency

STRATEGY 2.2.2

In a modular format for learning units, interns earn academic credits upon completion of CDA training modules.

ALTERNATIVE TECHNIQUES

Cross references:

Curriculum (Academic Content), pp. 63-65
Curriculum (Materials and Resources), p. 69
Integration, p. 146
Scheduling, pp. 180, 181

CRITERION 2
Valid Credit

KEY ELEMENT 2.2
Credit Equivalency

STRATEGY 2.2.3

In a multidimensional learning unit format, interns earn academic credits upon completion of supplemental CDA training activities.

ALTERNATIVE TECHNIQUES

Cross references:

Curriculum (Academic Content), pp. 63-65
Curriculum (Materials and Resources), p. 69
Integration, p. 146
Scheduling, pp. 180, 181

ALTERNATIVE TECHNIQUES

☐ Interns earn a designated number of semester-hour or quarter-hour credits for workshops, independent study, and seminars that have been identified by training project personnel as augmenting academic content or field experiences pertaining to the CDA Competency and Functional Areas.

☐ Interns earn a designated number of semester-hour or quarter-hour credits for completing certain portions of early childhood teacher education coursework that pertain to the CDA Competency and Functional Areas.

☐ Interns earn a designated number of semester-hour or quarter-hour credits for completing a field-experience syllabus designed as a CDA supplement for a required course in the early childhood degree program.

ALTERNATIVE TECHNIQUES

☐ Interns earn a designated number of semester-hour credits by demonstrating competence in each Functional Area, the Personal Capacities, and bilingual/bicultural competencies.

☐ Interns are granted a designated number of semester-hour credits on award of the CDA credential.

CRITERION 2
Valid Credit

KEY ELEMENT 2.2
Credit Equivalency

STRATEGY 2.2.4

Interns earn academic credits by demonstrating competence according to the CDA Competency Standards.

ALTERNATIVE TECHNIQUES

Cross references:

Academic Requirements, p. 90
Curriculum (Academic Content), pp. 63-65
Integration, p. 146
Scheduling, pp. 180, 181

CRITERION 2
Valid Credit

KEY ELEMENT 2.3
Credit Transferability

QUALITY STANDARD

Establish and implement a plan for the transfer of CDA academic credits within and between academic institutions.

STRATEGIES

STRATEGIES

2.3.1 Two- and four-year colleges work cooperatively in the planning and delivery of CDA training.

2.3.2 CDA academic credits can be transferred (applied) to an early childhood/child development or other degree program within the training institution.

2.3.3 CDA academic credits are transferable between training institutions.

ALTERNATIVE TECHNIQUES

☐ Joint initial and ongoing curriculum planning occurs between two- and four-year institutions.

☐ Members of both two- and four-year colleges are included on the training project's advisory committee.

☐ CDA trainers meet two- and four-year college requirements for faculty.

CRITERION 2
Valid Credit

KEY ELEMENT 2.3
Credit Transferability

STRATEGY 2.3.1

Two- and four-year colleges work cooperatively in the planning and delivery of CDA training.

ALTERNATIVE TECHNIQUES

Cross references:

Communication and Coordination, pp. 51-57
Curriculum (Administrative Procedures), pp. 59, 60
Integration, p. 144
Staff, p. 75

CRITERION 2
Valid Credit

KEY ELEMENT 2.3
Credit Transferability

STRATEGY 2.3.2

CDA academic credits can be transferred and applied to an early childhood/child development or other degree program within the training institution.

ALTERNATIVE TECHNIQUES

Cross references:

Communication and Coordination, pp. 52-57

ALTERNATIVE TECHNIQUES

☐ CDA academic credits can be used to satisfy the required block of credits for the early childhood/child development major in the bachelor's degree program.

☐ CDA academic credits plus general education course credits are considered equivalent to an Associate of Arts degree in early childhood/child development.

☐ CDA academic credits can be applied to a "specialist in early childhood" degree program.

☐ A designated number of the CDA academic credits can be applied to the graduate degree in early childhood/child development.

☐ A designated number of the CDA academic credits can be applied to "concentration in early childhood" in the graduate program.

ALTERNATIVE TECHNIQUES

☐ CDA academic credits are transferable as undergraduate credits between all two-year colleges in the State.

☐ CDA academic credits are transferable as undergraduate credits between a two-year and a four-year college.

☐ CDA academic credits are transferable as undergraduate credits among a consortium of two- and four-year colleges within the State.

☐ CDA academic credits are transferable as undergraduate credits between all two-year and four-year colleges within the region.

☐ A designated number of the CDA academic credits are transferable as graduate credits between four-year colleges within the State.

CRITERION 2
Valid Credit

KEY ELEMENT 2.3
Credit Transferability

STRATEGY 2.3.3

CDA academic credits are transferable between training institutions.

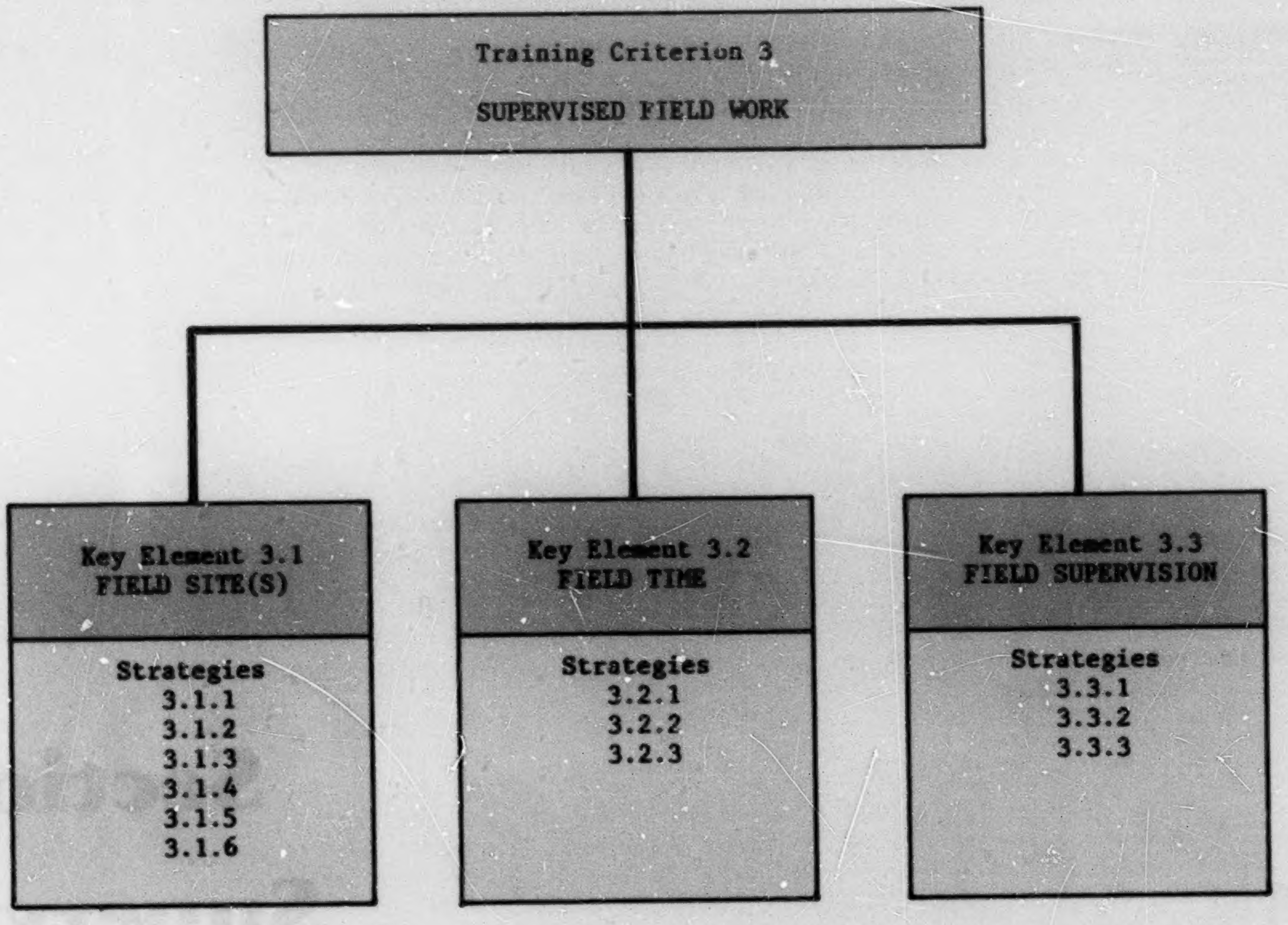
ALTERNATIVE TECHNIQUES

Cross references:

Communication and Coordination, pp. 51-57

Section 4: Supervised Field Work

Key Elements and Strategies for Training Criterion 3


Training Criterion 3
SUPERVISED FIELD WORK
Key Element 3.1
FIELD SITE(S)
Strategies
3.1.1
3.1.2
3.1.3
3.1.4
3.1.5
3.1.6
Key Element 3.2
FIELD TIME
Strategies
3.2.1
3.2.2
3.2.3
Key Element 3.3
FIELD SUPERVISION
Strategies
3.3.1
3.3.2
3.3.3

OVERVIEW

The third Training Criterion specifies that 50 percent or more of the intern's total training time is spent in supervised field work. Supervised field experiences are crucial for helping interns acquire the CDA Competencies. Through the process of field supervision, interns apply theory within field-based settings. The CDA field supervisor plays a key role in insuring that the elements of CDA training are effectively integrated. To focus on the complex relationship between the type of field experiences provided, the functioning of the field supervisor, and the provision of quality CDA training, Strategies and Alternative Techniques are presented for three Key Elements. They are:

- Field Site(s)
- Field Time
- Field Supervision.

Field Site is the intern's place of employment or the setting in which the intern takes the role of primary caregiver for a group of children. This Key Element focuses on the coordination between the training project and field site staff. The Key Element, Field Time, refers to implementation of the 50-percent training-time requirement specified in the Criterion. Field Supervision includes a description of the roles, responsibilities, and qualifications of the field supervisor.

Field Site(s)

Field sites for CDA training include Head Start; Child Development Centers; day care centers; laboratory schools connected with colleges, universities, high schools, or vocational/technical schools; kindergartens or pre-kindergartens; extended day care programs; nursery schools; or some combination of several of these programs. Since supervised field experiences play a major role in helping interns acquire the Competencies, it is important for the intern to function as a responsible member of the child care staff.

The CDA credential is awarded based on the individual's ability to take primary responsibility for directing the daily activities of a group of children. The intern, therefore, needs to have experience in the role of the teacher working with children. If the intern is working as the assistant teacher, adjustments will need to be made at the field site for the intern to take the teacher's role.

For training projects that work with undergraduates in teacher education programs or other programs serving interns who are not yet employed, a variety of field placements need to be scheduled that include differing age groups as well as groups of children who differ ethnically, racially, and socio-economically. Interns should also have opportunities to work in settings similar to those in which they will be employed or desire to make application for employment. In situations where the only available placements for field experience or the interns' job settings may not be ideal examples of developmental programs for young children, training projects need to provide supplementary experiences.

Considering the many facets of CDA training, it is important that training projects provide a full orientation for the intern(s) as well as other personnel at the field site(s), such as the Center Director, other teachers, assistant teachers, teacher's aides, and parents. The orientation should explain the importance of the site visits to the intern's progress in acquiring the Competencies, the role of the field supervisor, and implications for other field site staff. To facilitate the ongoing appraisal process, field site observation visits and one-to-one conferences need to be scheduled in advance.

Field Time

Strategies for the Key Element, "Field Time," focus on the time stipulation that 50 percent or more of the intern's total training time should be spent in supervised field work. This Key Element needs to be approached from three vantage points: the curriculum design, the individualized training plan, and the project's training approach.

The structural format for learning units might be (1) course, (2) modular, or (3) multidimensional. Each format will require different decisions as to how the 50-percent training time will be provided for both within and between learning units.

In addition, training should be individualized according to each intern's strengths and needs. Some interns may require more time learning academic theory in an academic setting, while others may need to spend much more than 50 percent of the training time applying theory to practice in the field site setting. This would call for greater involvement of the field supervisor at the field site.

Since diversity in training approach is characteristic of CDA training, Strategies and Alternative Techniques should be planned accordingly. For example, in some geographic areas CDA training is 100-percent field-based. In these cases, a strategy must be devised in which the field supervisor also provides the academic training.

Field Supervision

Field supervision should focus on the interns' role as primary caregivers in the child development setting and promote an indepth understanding of the complexities of that role. It should be geared to interns' strengths and needs with respect to the acquisition of the Competencies, unique individual needs, and the characteristics of adult learners.

CDA pilot and other training projects have documented the importance of the field supervisor's ability to work with the intern in a team relationship. Sensitive and careful observation and evaluation of the intern's work with children and regular provision of useful feedback and supportive help in improving competence contribute to the development of trust and a constructive team relationship.

OVERVIEW

A positive team relationship fosters the intern's ability to share responsibility for his or her own learning by conducting self-appraisals, planning the individualized training plan, and trying new strategies and experiences.

The CDA field supervisor is a key factor in the success of individual interns, in the overall success of the training project, and thus in improving the quality of care for young children.

Just as the CDA is another category of professional child care worker, the CDA field supervisor is another category of professional early childhood educator. The roles and responsibilities that have been delineated for this new professional are complex and diverse. They carry implications concerning both the type and extent of knowledge, skills, and attitudes necessary for effective field supervision. These areas are addressed through the Strategies and Alternative Techniques that follow.

KEY ELEMENTS	QUALITY STANDARDS
3.1 Field Sites(s)	Provide for on-the-job training at the intern's field site(s) and establish and maintain a system for coordination and communication between training project and field site(s).
3.2 Field Time	Set up and coordinate a flexible, overall plan to implement the 50-percent time requirement for all learning units and according to individual training needs.
3.3 Field Supervision	Provide interns with field supervision reflecting CDA goals and philosophy and conducted by a qualified field supervisor.

CRITERION 3
Supervised Field Work

KEY ELEMENT 3.1
Field Site(s)

QUALITY STANDARD

Provide for on-the-job training at the intern's field site(s) and establish and maintain a system for coordination and communication between training project and field site(s).

STRATEGIES

STRATEGIES

3.1.1 Formal agreements are entered into between the CDA training project staff and field site staff concerning working relationships.

3.1.2 Ongoing communication is maintained between training project and field site staff.

3.1.3 The intern who is in an assistant teacher position is provided with the opportunity for directing the daily activities of the children and serving as a functioning member of the staff team at the field site.

3.1.4 Interns are exposed to a variety of competent and appropriate role models.

3.1.5 Interns are provided with access to groups of children of different ages, in a variety of settings, and reflecting different characteristics.

3.1.6 When interns who are not already employed are placed in field sites by CDA training project staff, rigorous selection criteria for field site choice are adhered to.

ALTERNATIVE TECHNIQUES

☐ A full orientation to CDA is provided for field site staff prior to initiation of training or entering into agreements concerning working relationships.

☐ Procedures are established for access by CDA training project staff to field sites for making observations, video taping, working with children, holding onsite conferences, and conducting meetings.

☐ Procedures are in place for gaining release time for interns to attend workshops and other training sessions.

☐ Procedures are established for setting up exchange placements between interns in different agencies.

☐ Procedures are established for participation of CDA training project staff in field site staff meetings and vice versa.

☐ Where CDA interns are not employees, cooperation between field site staff and the CDA training project staff is a prerequisite for the selection of field sites.

☐ Plans are set up for the sharing of curriculum resource materials between staffs.

☐ Responsibilities are delineated for both staffs concerning cooperatively conducted workshops.

☐ A plan is established for reassigning or relocating interns when there are disruptions in the training process created by termination of trainers.

☐ A plan is set up for CDA training project/field site negotiation when there is conflict for the intern between fulfilling field site responsibilities and CDA training requirements.

CRITERION 3
Supervised Field Work

KEY ELEMENT 3.1
Field Site(s)

STRATEGY 3.1.1

Formal agreements are entered into between the CDA training project staff and field site staff concerning working relationships.

ALTERNATIVE TECHNIQUES

Cross references:

Academic Experiences, pp. 135-137
Appraisal, p. 157
Communication and Coordination, pp. 52, 53
Field Experiences, p. 139
Integration, p. 144
Scheduling, p. 182
Staff, p. 78

Ongoing communication is maintained between training project and field site staff.

ALTERNATIVE TECHNIQUES

☐ Field site staffs are represented on the CDA training project advisory committee.

☐ Monthly meetings are held between the field supervisor and field site staff in which a team approach between the training project and field site staff is encouraged and fostered.

☐ Memorandums and reports are exchanged between the field site staff and training project staff.

Cross references:

Appraisal, p. 157
Communication and Coordination, pp. 54, 55-57
Scheduling, p. 102

ALTERNATIVE TECHNIQUES

☐ The intern is in charge of daily scheduling, directing activities, and designing lesson plans for the total group and individual children.

☐ The intern is assigned an assistant teacher and/or a teacher's aide.

☐ The intern attends staff meetings.

☐ The intern works with both children and parents.

☐ The intern assists in the design, implementation, and evaluation of the children's program.

CRITERION 3
Supervised Field Work

KEY ELEMENT 3.1
Field Site(s)

STRATEGY 3.1.3

The intern who is in an assistant teacher position is provided with the opportunity for directing the daily activities of the children and serving as a functioning member of the staff team in the field setting.

ALTERNATIVE TECHNIQUES

CRITERION 3
Supervised Field Work

KEY ELEMENT 3.1
Field Site(s)

STRATEGY 3.1.4

Interns are exposed to a variety of competent and appropriate role models.

ALTERNATIVE TECHNIQUES

Cross references:

Curriculum (Materials and Resources), pp. 67, 68
Field Experiences, pp. 140, 142
Field Supervision, p. 123
Staff, p. 76

ALTERNATIVE TECHNIQUES

☐ The intern exchanges placements with other interns.

☐ Arrangements are made for the intern to observe in a variety of other classrooms.

☐ The field supervisor does teaching demonstrations at the field site.

☐ Films and video tapes are provided for viewing other role models.

☐ The field supervisor works with the center director to improve the quality of the existing program.

ALTERNATIVE TECHNIQUES

☐ Interns can exchange placements with other interns in a variety of field site settings that enroll children of different ages and characteristics.

☐ Interns can work in a variety of field site settings enrolling children of different ages and characteristics.

☐ Interns can observe in a variety of field site settings that enroll children of different ages and characteristics.

☐ Films and video tapes are provided for viewing a variety of field site settings that enroll children of different ages and characteristics.

CRITERION 3
Supervised Field Work

KEY ELEMENT 3.1
Field Site(s)

STRATEGY 3.1.5

Interns are provided with access to groups of children of different ages, in a variety of settings and reflecting different characteristics.

ALTERNATIVE TECHNIQUES

Cross references:

Curriculum (Materials and Resources), pp. 67, 68
Field Experiences, pp. 140, 142

CRITERION 3
Supervised Field Work

KEY ELEMENT 3.1
Field Site(s)

STRATEGY 3.1.6

When interns who are not already employed are placed in field sites by CDA training project staff, rigorous selection criteria for field site choice are adhered to.

ALTERNATIVE TECHNIQUES

Cross references:

Staff, p. 77

ALTERNATIVE TECHNIQUES

☐ The field site is staffed by adults who are good role models.

☐ The field site has at least one staff member with outstanding capabilities for working with young children and other staff members.

☐ The field site provides a positive example of a developmental group program for children aged three through five.

☐ The field site is in a setting similar to that in which the intern is likely to work after training is completed.

STRATEGIES

3.2.1 The 50-percent field training time requirement is provided for in the curriculum design and specified according to the structural format for learning units.

3.2.2 A plan is established and maintained that permits individualization of the 50-percent time requirement for each intern.

3.2.3 In projects that are heavily field-based, there is a systematic plan for providing additional resources for delivery of the academic component.

CRITERION 3
Supervised Field Work

KEY ELEMENT 3.2
Field Time

QUALITY STANDARD

Set up and coordinate a flexible, overall plan to implement the 50-percent time requirement for all learning units and according to individual training needs.

STRATEGIES

CRITERION 3
Supervised Field Work

KEY ELEMENT 3.2
Field Time

STRATEGY 3.2.1

The 50-percent field training time requirement is provided for in the curriculum design and specified according to the structural format for learning units.

ALTERNATIVE TECHNIQUES

Cross references:

Curriculum (Administrative Procedures), p. 60
Curriculum (Materials and Resources), p. 69

ALTERNATIVE TECHNIQUES

☐ In a course format, the courses are divided equally between academic and practicum courses.

☐ In a course format, contact hours for each course are divided equally between academic and practicum hours.

☐ In a modular format, the ratio of academic and field experiences is equal; however, the amount of time spent in supervised field work differs according to the content in each module.

☐ In a multidimensional format, all experences that augment learning units are designated either academic or field.

☐ In a multidimensional format where the experiences used to augment learning units do not include field application, these are provided through supplemental resource materials.

☐ In a multidimensional format where the experiences used to augment learning units do not include field application, these are provided by the field supervisor.

ALTERNATIVE TECHNIQUES

☐ The amount of time to be spent in supervised field work is stipulated in the individualized training plans.

☐ The work load of individual field supervisors takes into account the varying ratios of academic and field training provided to individual interns.

☐ Field supervisors keep additional records and documentation on individual interns who require different ratios of academic and field experiences.

CRITERION 3
Supervised Field Work

KEY ELEMENT 3.2
Field Time

STRATEGY 3.2.2

A plan is established and maintained that permits individualization of the 50-percent time requirement for each intern.

ALTERNATIVE TECHNIQUES

Cross references:

Learning Style, p. 163
Staff, p. 77
Training Plan, p. 168

CRITERION 3
Supervised Field Work

KEY ELEMENT 3.2
Field Time

STRATEGY 3.2.3

In projects that are heavily field-based, there is a systematic plan for providing additional resources for delivery of the academic component.

ALTERNATIVE TECHNIQUES

Cross references:

Academic Requirements, p. 88
Curriculum (Materials and Resources), p. 69
Field Experiences, pp. 141, 142
Staff, p. 76

ALTERNATIVE TECHNIQUES

- ☐ Field supervisors are selected who can also provide academic instruction.
- ☐ Field supervisors are given additional training and support in providing academic instruction to interns at the field site(s).
- ☐ Additional supplementary written and audiovisual curriculum materials are purchased or obtained from curriculum libraries for use by field supervisors and interns.
- ☐ A traveling resource library is maintained.
- ☐ Field sites are equipped with television viewing and video taping capabilities.
- ☐ Groups of interns come together periodically at designated sites to share academic information, materials, and resources.

STRATEGIES

3.3.1 Field supervision reflects CDA philosophy and focuses on the intern's acquisition and demonstration of the CDA Competencies.

3.3.2 The field supervisor has the necessary skills and attitudes to carry out the variety of complex roles and responsibilities required in CDA field supervision.

3.3.3 The field supervisor has the indepth knowledge and background experiences required for field supervision.

CRITERION 3
Supervised Field Work

KEY ELEMENT 3.3
Field Supervision

QUALITY STANDARD

Provide interns with field supervision reflecting CDA goals and philosophy and conducted by a qualified field supervisor.

STRATEGIES

CRITERION 3
Supervised Field Work

KEY ELEMENT 3.3
Field Supervision

STRATEGY 3.3.1

Field supervision reflects the CDA philosophy and focuses on the intern's acquisition and demonstration of the CDA Competencies.

ALTERNATIVE TECHNIQUES

Cross references:

Appraisal, pp. 156-160
Counseling, p. 186
Learning Style, p. 164
Staff, pp. 75, 77, 78
Training Plan, pp. 168, 170

ALTERNATIVE TECHNIQUES

☐ The field supervisor's role is one of teacher, advisor, and facilitator rather than a visiting "authority figure."

☐ Initial and ongoing appraisals are made of the intern's demonstrated competence in the Competency and Functional Areas and Personal Capacities.

☐ Appraisal content and procedures are consistent with final assessment content and procedures (i.e., focus on the CDA Competencies and Competency Standards, use of Indicators, feature a team relationship and reviewability of information).

☐ The field supervisor-intern ratio allows adequate time to properly conduct ongoing appraisals and to develop a sound relationship with the intern and staff at the field site.

☐ Ongoing training and support is provided to field supervisors in the delivery of field supervision that reflects the CDA goals and philosophy.

ALTERNATIVE TECHNIQUES

☐ The field supervisor accepts the CDA concept and philosophy, and follows CDA competency-based training procedures.

☐ The field supervisor carries major responsibility for building and maintaining the field supervisor-intern team relationship.

☐ The field supervisor conducts initial and ongoing appraisals of the intern's demonstrated competence in the Competency/Functional Areas and Personal Capacities.

☐ The field supervisor makes written observations of teaching episodes and analyzes them, with the intern, in terms of demonstrated competence.

☐ The field supervisor makes video tapes and audio tapes of teaching episodes and analyzes them, with the intern, in terms of demonstrated competence.

CRITERION 3
Supervised Field Work

KEY ELEMENT 3.3
Field Supervision

STRATEGY 3.3.2

The field supervisor has the necessary skills and attitudes to carry out the variety of complex roles and responsibilities required in CDA field supervision.

ALTERNATIVE TECHNIQUES

Cross references:

Appraisal, pp. 156-160
Counseling, pp. 184-186
Field Experiences, p. 139
Staff, p. 75
Training Plan, p. 168

CRITERION 3
Supervised Field Work

KEY ELEMENT 3.3
Field Supervision

STRATEGY 3.3.2

The field supervisor has the necessary skills and attitudes to carry out the variety of complex roles and responsibilities required in CDA field supervision.

ALTERNATIVE TECHNIQUES (continued)

☐ The field supervisor holds one-to-one conferences with the intern to provide feedback concerning classroom activities, appraisals, and written work, and to set up the individualized training plan.

☐ The field supervisor helps the intern devise and try a variety of teaching strategies.

☐ The field supervisor helps the intern use a variety of resource materials.

☐ The field supervisor establishes and maintains a recordkeeping system of each intern's progress in demonstrating competence providing for duplicate copies of relevant materials to be co-signed and retained by the intern.

☐ The field supervisor assists the intern with the development of portfolios for training and final assessment.

☐ The field supervisor participates as LAT advisor in the Local Assessment Team meeting, when asked by the intern.

☐ When not participating as advisor on the Local Assessment Team, the field supervisor shares information, if requested by the intern.

Cross references:

Appraisal, pp. 156-160
Counseling, p. 186
Field Experiences, p. 139
Learning Style, p. 162
Training Plan, pp. 168, 170

☐ The field supervisor serves as a role model of teacher in the child development center and in the use of human relations skills.

☐ As academic instructor, or one who integrates academic and field experiences, the field supervisor reads, evaluates, and provides feedback to interns concerning their academic work.

☐ As academic instructor, the field supervisor plans and conducts formal and informal academic experiences focusing on the competency structure.

☐ The field supervisor provides onsite training support to help the intern apply theory to practice.

☐ The field supervisor helps the intern observe and understand teaching and develop teaching plans.

☐ In the role of coordinator of all aspects of the intern's training experiences, the field supervisor serves as liaison with educational institution(s) and the center staff(s) and agency(ies).

☐ The field supervisor takes the role of counselor, providing both professional and personal counseling, or making referrals to other professionals, according to individual interns' needs.

CRITERION 3
Supervised Field Work

KEY ELEMENT 3.3
Field Supervision

STRATEGY 3.3.2

The field supervisor has the necessary skills and attitudes to carry out the variety of complex roles and responsibilities required in CDA field supervision.

ALTERNATIVE TECHNIQUES (continued)

Cross references:

Academic Requirements, p. 88
Counseling, pp. 183, 184, 186
Field Experiences, p. 139
Field Site(s), p. 112
Integration, pp. 144, 145
Staff, p. 76

CRITERION 3
Supervised Field Work

KEY ELEMENT 3.3
Field Supervision

STRATEGY 3.3.3

The field supervisor has the indepth knowledge and background experiences required for field supervision.

ALTERNATIVE TECHNIQUES

Cross references:

Academic Requirements, p. 88
Counseling, p. 186
Field Experiences, pp. 139-142
Staff, p. 76

ALTERNATIVE TECHNIQUES

☐ The field supervisor has background knowledge and expertise in early childhood education/child development.

☐ The field supervisor has experience in teaching young children.

☐ The field supervisor has background knowledge and expertise in self-concept theory.

☐ The field supervisor has background knowledge and expertise in theories of adult learning.

☐ The field supervisor has background knowledge and expertise in human relations development, especially as it relates to field supervision and conducting productive one-to-one conferences.

CRITERION 3
Supervised Field Work

KEY ELEMENT 3.3
Field Supervision

STRATEGY 3.3.3

The field supervisor has the indepth knowledge and background experiences required for field supervision.

ALTERNATIVE TECHNIQUES (continued)

☐ The field supervisor is knowledgeable about competency-based education, CDA training, the CDA competency structure (Competencies, Functional Areas, Personal Capacities, Indicators), and the CDA Training Criteria.

☐ The field supervisor is knowledgeable about the CDA Credential Award System and the relationship between CDA appraisal procedures and assessment procedures.

☐ The field supervisor is knowledgeable about the culture and has a working knowledge of the languages when working in bilingual/bicultural programs.

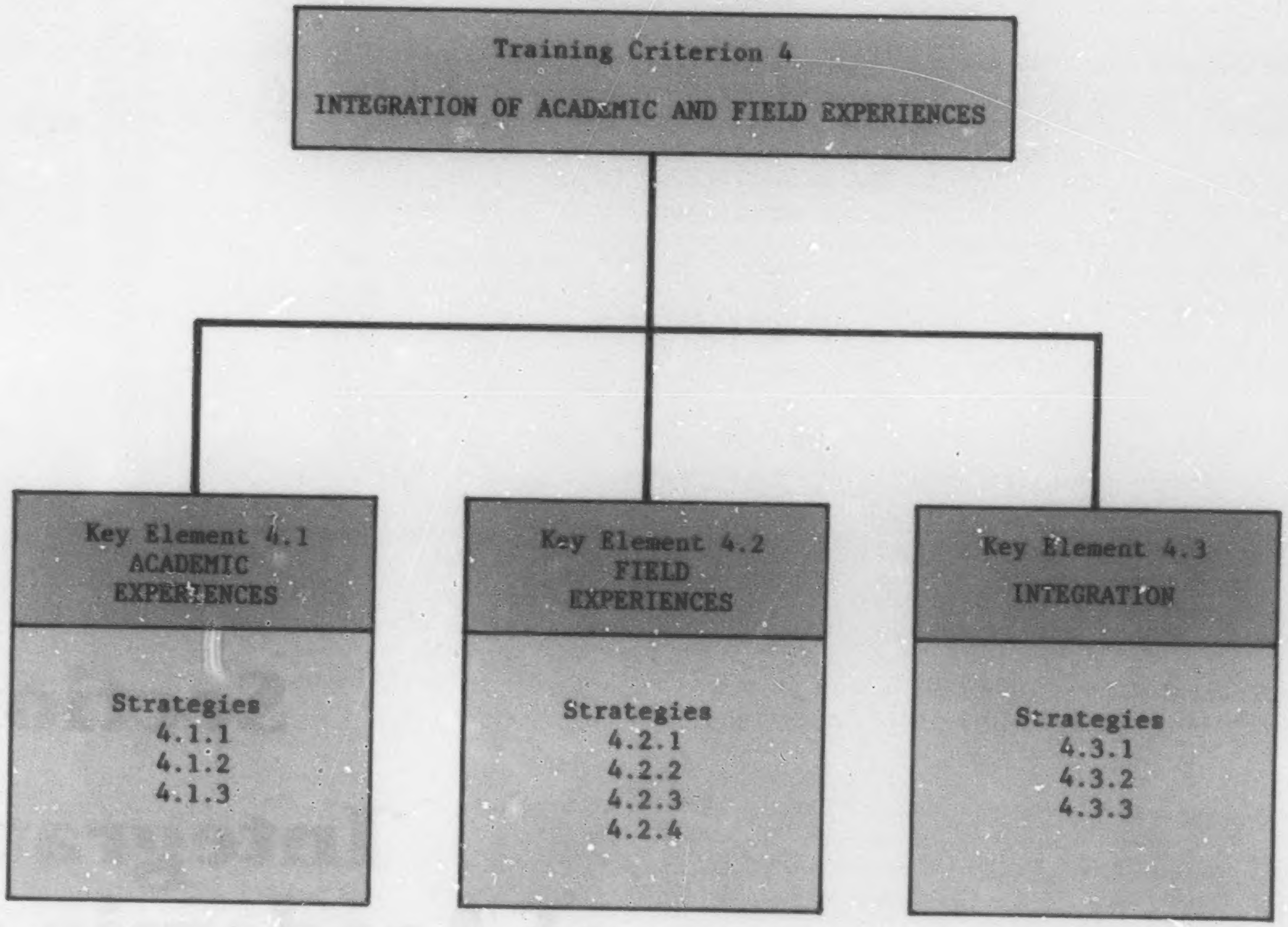
Cross references:

Counseling, p. 186
Field Experiences, pp. 139-142
Integration, p. 144
Staff, p. 75

Section 5:

Integration of Academic and Field Experiences

Key Elements and Strategies for Training Criterion 4


Training Criterion 4
INTEGRATION OF ACADEMIC AND FIELD EXPERIENCES
Key Element 4.1
ACADEMIC EXPERIENCES
Strategies
4.1.1
4.1.2
4.1.3
Key Element 4.2
FIELD EXPERIENCES
Strategies
4.2.1
4.2.2
4.2.3
4.2.4
Key Element 4.3
INTEGRATION
Strategies
4.3.1
4.3.2
4.3.3

OVERVIEW

CDA training requires that training is organized so that academic and field experiences are integrated. In CDA competency-based training, learning units (courses, modules, etc.) should provide for two types of learning experiences: academic and field. Both sets of learning experiences are important, but what is crucial to the intern's success in acquiring the CDA Competencies, is that these two sets of experiences are integrated. The three Key Elements important to implementation of Criterion 4, Integration of Academic and Field Experiences, are:

- Academic Experiences
- Field Experiences
- Integration.

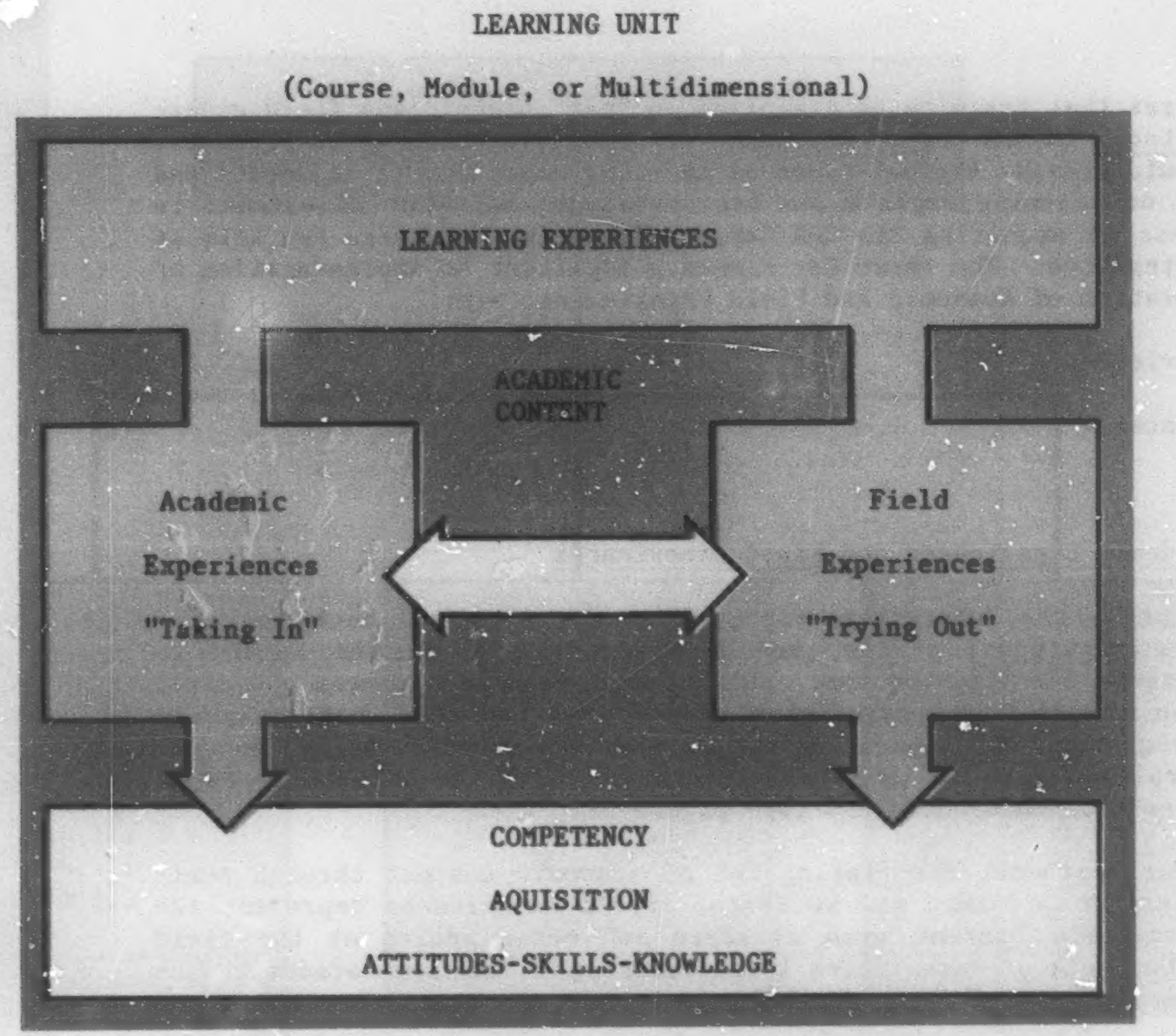
Key Elements: Academic Experiences and Field Experiences

The academic content is the substantive foundation and theoretical background for development of the attitudes, skills, and knowledge needed by the intern to acquire and demonstrate the Competencies. It includes child development and early childhood education theories and principles and information about materials and methods for teaching young children. Because it provides the substantive foundation and theoretical background, the academic content is basic to both types of learning experiences--academic and field (see figure 9).

Academic experiences represent the "taking in" of academic content through seminars, workshops, lectures, films, and so forth. Field experiences represent the "trying out" of academic content with children and other adults at the field sites. How these two sets of experiences (both focusing on the same academic content) become integrated, is the responsibility of both the training project and the intern.

Figure 9.

Integration of Academic and Field Experiences


LEARNING UNIT
(Course, Module, or Multidimensional)
LEARNING EXPERIENCES
ACADEMIC CONTENT
Academic Experiences "Taking In"
Field Experiences "Trying Out"
COMPETENCY AQUISITION
ATTITUDES-SKILLS-KNOWLEDGE

Key Element: Integration

Webster's New World Dictionary defines the word "integrate" as "to put or bring (parts) together into a whole; to unify." The training project staff must take the responsibility to organize (or put together) the academic and field learning experiences (the parts) in such a way that they are integrated (or unified). When this is done by the training projects, interns, then, are facilitated in integrating the attitudes, skills, and knowledge related to the acquisition and demonstration of the CDA Competencies.

The training project staff, among other responsibilities for integration, need to organize and provide academic and field learning experiences within learning units. The intern is responsible for the integration of the attitudes, skills, and knowledge by "trying out" or applying theory in the field. Figure 9 shows this process.

All academic and field learning experiences should be based on the acquisition of the CDA Competencies. Field experiences should relate to the academic experiences, and vice versa. Obviously, there is no one model for integrating the academic and field experiences that takes into account the differences in sponsoring agencies, geographic constraints, available facilities, and training staff and resources. However, each training program should systematically provide for integration through:

- Administrative procedures
- Selection, supervision, and training of staff
- The curriculum design.

The CDA Training Criteria are interrelated; failure to provide for one Criterion can seriously hamper the implementation of another. The presentation of academic content and the application of it in the field (Criterion 4) depend on the design

CRITERION 4
Integration of Academic and Field

OVERVIEW

and development of CDA curriculum content provided for in Criterion 1, training based on the CDA Competencies. Successful implementation of the curriculum design depends on the quality of the academic content provided for in Criterion 4 and on the quality of the plan for coordination and communication with field site(s) provided for in Criterion 3, supervised field work.

Strategies and Alternative Techniques for the Key Elements related to the integration of academic and field experiences are presented on the pages that follow.

KEY ELEMENTS	QUALITY STANDARDS
4.1 Academic Experiences	Provide academic experiences that present academic content to foster the development of attitudes, skills, and knowledge with respect to interns' acquisition of the CDA Competencies.
4.2 Field Experiences	Provide field experiences that focus on the application of academic content to foster the development of attitudes, skills, and knowledge with respect to interns' acquisition of the CDA Competencies.
4.3 Integration	Establish and implement a plan for unifying (integrating) academic and field learning experiences through administrative procedures, staffing patterns, and the curriculum design.

CRITERION 4
Integration of Academic and Field

KEY ELEMENT 4.1
Academic Experiences

QUALITY STANDARD
Provide academic experiences that present academic content to foster the development of attitudes, skills, and knowledge with respect to interns' acquisition of the CDA Competencies.

STRATEGIES

STRATEGIES

4.1.1 **Academic experiences that address the CDA curriculum content (see pp. 62-65) are presented through a course format.**

4.1.2 **Academic experiences that address the CDA curriculum content are presented through a modular format.**

4.1.3 **Academic experiences that address the CDA curriculum content are presented through a multidimensional format.**

ALTERNATIVE TECHNIQUES

☐ Academic courses that address the CDA curriculum content are held on a regular basis at field sites.

☐ Academic courses that address the CDA curriculum content are held on a regular basis in an academic setting.

☐ Academic courses that address the CDA curriculum content are presented on educational or cable television.

Cross references:

Curriculum (Academic Content), p. 53
Curriculum (Administrative Procedures), p. 69
Field Site(s), p. 109

CRITERION 4
Integration of Academic and Field

KEY ELEMENT 4.1
Academic Experiences

STRATEGY 4.1.2

Academic experiences that address the CDA curriculum content are presented through a modular format.

ALTERNATIVE TECHNIQUES

Cross references:

Curriculum (Academic Content), pp. 63-65
Curriculum (Administrative Procedures), p. 60
Field Site(s), p. 109

ALTERNATIVE TECHNIQUES

☐ The CDA curriculum content is presented through self-contained modules and one-to-one followup conferences with the field supervisor.

☐ The CDA curriculum content is presented in modules and followup seminar sessions at the field site.

☐ The CDA curriculum content is presented in modules and followup seminar sessions at the academic site.

☐ The CDA curriculum content is presented through modules and supplemental curriculum and resource materials provided by the field supervisor.

☐ The CDA curriculum content is presented through modules, supplemental curriculum materials, and trainers (or experts) provided through mobile training units brought to the field site.

ALTERNATIVE TECHNIQUES

- ☐ CDA curriculum content is provided in the academic setting and at the field site through academic courses, modules, and supplemental academic sessions (workshops, seminars, independent study) coordinated by the academic instructor.

- ☐ CDA curriculum content is provided in the academic setting and at the field site through academic courses, modules, and supplemental academic sessions coordinated by the field supervisor.

- ☐ CDA curriculum content is provided through minicourses (one or two weeks) held in the academic setting combined with followup supplemental academic sessions at the field site.

CRITERION 4
Integration of Academic
and Field

KEY ELEMENT 4.2
Academic Experiences

STRATEGY 4.2.1

Academic experiences that address the curriculum content are presented through a multidimensional format.

ALTERNATIVE TECHNIQUES

Cross references:

Curriculum (Academic Content), pp. 63-65
Curriculum (Administrative Procedures), p. 60
Field Site(s), p. 109

CRITERION 4
Integration of Academic and Field

KEY ELEMENT 4.2
Field Experiences

QUALITY STANDARD
Provide field experiences that focus on the application of academic content to foster the development of attitudes, skills, and knowledge with respect to interns' acquisition of the CDA Competencies.

STRATEGIES

STRATEGIES

4.2.1 Interns receive feedback in followup conferences regarding application of academic content.

4.2.2 Field experiences include independent study that focuses on application of academic content.

4.2.3 Interns attend seminars and workshops focusing on the application of academic content.

4.2.4 Opportunities are provided for interns to work with peers on the application of academic content.

ALTERNATIVE TECHNIQUES

☐ The intern is video taped in followup application of academic content at the field site. The tape is viewed by the academic instructor and field supervisor. A followup feedback conference is then held with the intern.

☐ The field supervisor observes the intern in followup activities with the children and gives feedback concerning the intern's ability to relate theory to practice.

☐ The field supervisor reads and reacts to the intern's writeups of application of content required in CDA training modules.

☐ The field supervisor reads and reacts to the intern's writeups of assignments concerning the application of content required in academic sessions (courses or supplemental workshops and seminars).

CRITERION 4
Integration of Academic and Field

KEY ELEMENT 4.2
Field Experience

STRATEGY 4.2.1

Interns receive feedback in follow-up conferences regarding application of academic content

ALTERNATIVE TECHNIQUES

Cross-references:

Counseling, p. 188
Curriculum (Academic Content), pp. 63-65
Curriculum (Administrative Procedures), p. 80
Field Site(s), p. 109
Field Supervision, pp. 121-125
Integration, p. 147

CRITERION 4
Integration of Academic [illegible] Field

KEY ELEMENT 4.2
Field Experiences

STRATEGY 4.2.2

Field experiences include independent study that focuses on application of academic content.

ALTERNATIVE TECHNIQUES

Cross References
[illegible]

ALTERNATIVE TECHNIQUES

☐ Interns plan, design, implement, evaluate, and write up activities based on academic content presented through the academic experiences for use with children at the field site.

☐ Interns complete personal journals and diaries about their own application of academic content.

☐ Interns use audiotape and video tape recorders to tape required application assignments for self-analysis.

☐ Interns prepare case studies of children that focus on application of theory.

☐ Interns write up visits to experimental programs, community agencies, and child care programs with different age groups, characteristics, and settings.

☐ Interns work independently with learning modules, programmed instruction, and learning activity packages that require field-based application of content.

ALTERNATIVE TECHNIQUES

☐ Special seminars are scheduled stemming from interns' needs and interests growing out of the application of academic content to field experiences.

☐ Discussion groups focusing on the application of academic content are systematically held at each academic session.

☐ Interns view audiovisual materials with prepared discussion guides that relate theory to practice.

CRITERION 4
Integration of Academic
and Field

KEY ELEMENT 4.2
Field Experiences

STRATEGY 4.2.3

Interns attend seminars and workshops focusing on the application of academic content.

ALTERNATIVE TECHNIQUES

Cross references:

Curriculum (Academic Content), pp. 63-65
Curriculum (Administrative Procedures), p. 60
Curriculum (Materials and Resources), p. 67
Field Supervision, pp. 121-125
Field Time, p. 118
Integration, p. 147

CRITERION 4
Integration of Academic and Field

KEY ELEMENT 4.2
Field Experiences

STRATEGY 4.2.4

Opportunities are provided for interns to work with peers on the application of academic content.

ALTERNATIVE TECHNIQUES

Cross references:

Curriculum (Academic Content), pp. 63-65
Field Site(s), pp. 112, 113
Field Supervision, pp. 121-125
Field Time, p. 118

ALTERNATIVE TECHNIQUES

☐ Peer demonstrations are conducted, followed by group discussions and feedback to the field supervisor.

☐ Interns hold informal on-the-job discussions with peers and write up their insights/learnings for later discussion with field supervisor.

☐ Video tapes and audiotapes are made and used for peer evaluation under the guidance of the field supervisor.

☐ Paired peer observations and evaluation take place on a regular basis with ongoing communication between field supervisor and intern.

☐ Interns exchange placements in a peer's classroom and are observed by field supervisor.

STRATEGIES

4.3.1 Integration of academic and field experiences is planned for and coordinated administratively.

4.3.2 Staffing patterns and scheduling take into account the requirements necessary to achieve quality integration of academic and field.

4.3.3 Mechanisms for integration are provided for through the curriculum design.

ALTERNATIVE TECHNIQUES

☐ Necessary skills for integration are specified and used as criteria in screening, selecting, and supervising CDA training staff.

☐ Ongoing training in the integrative process is provided to training staff.

☐ The process of integrating academic and field is fully explained and communicated to field-site administrative (agency) staff and other personnel.

☐ A curriculum committee is in charge of integration of academic and field experiences within the curriculum design. Tasks include revising and updating methods and materials based on ongoing monitoring and evaluation.

CRITERION 4
Integration of Academic and Field

KEY ELEMENT 4.3
[illegible]

STRATEGY 4.3.1

Integration for academic and field experience is planned for and coordinated administratively.

ALTERNATIVE TECHNIQUES

Cross References:

Credit Transferability, p. 97
Communication and Coordination, p. 55
Curriculum (Administrative Procedures), p. 59
Curriculum (Materials and Resources), p. 70
Curriculum (Modification and Revision), pp. 72, 73
Field Site(s), p. 109
Field Supervision, pp. 123, 125
Staff, pp. 76, 78

ALTERNATIVE TECHNIQUES

☐ In programs where the academic instruction and the field supervision are delivered by two separate persons, work schedules for the two provide for ongoing communication.

☐ In programs where the academic instructor is also the field supervisor, additional training and supervision is given to insure understanding and followthrough of the integration concept.

☐ In programs where the academic instruction and field supervision are delivered by two or more persons, the responsibility for integration is delineated and shared between and among the trainers.

[illegible]

ALTERNATIVE TECHNIQUES

Cross references:

Appraisal, pp. 156, 160
Communication and Coordination, p. 59
Field Supervision, p. 123
Staff, pp. 58, [illegible]

CRITERION 4
Integration of Academic and Field

KEY ELEMENT 4.3
Integration

STRATEGY 4.3.3

Mechanisms for integration are provided for through the curriculum design.

ALTERNATIVE TECHNIQUES

Cross references:

Credit Equivalency, pp. 91-95
Curriculum (Administrative Procedures), pp. 60, 61
Curriculum (Materials and Resources), pp. 69, 70
Field Experiences, p. 140

ALTERNATIVE TECHNIQUES

☐ The academic content is generated based on Indicators of competence.

☐ Both academic and field learning experiences are included in the crediting system for learning units.

☐ In a course format for learning units, the relationship between academic and field learning experiences is discussed and content application activities to be completed at the field site are presented, discussed, or shared.

☐ In a modular format for learning units, the relationship between academic and field learning experiences, required activities, and feedback procedures are written into the module.

☐ In a multidimensional format for learning units, a training project staff member is in charge of coordinating provision for integration.

☐ In a multidimensional format for learning units, supplementary materials and activities are provided to insure integration.

ALTERNATIVE TECHNIQUES

☐ CDA curriculum and resource materials specify the relationship between academic and field learning experiences.

☐ Training products (i.e., written assignments, training portfolio additions, etc.) require the intern to relate theory to practice and practice to theory.

☐ Observation and feedback conferences by the field supervisor address the integration of academic and field experiences.

☐ Academic experiences include a provision for interns to process experiences related to integration of academic and field and generalize how particular experiences helped them acquire the CDA Competencies.

☐ Basic communication skill development is offered to interns, if needed, to facilitate the process of integration and enable interns to discuss and/or write up the relationship between integration and acquisition of the CDA Competencies.

CRITERION 4
Integration of Academic
and Field

KEY ELEMENT 4.3
Integration

STRATEGY 4.3.3

Mechanisms for integration are provided for through the curriculum design.

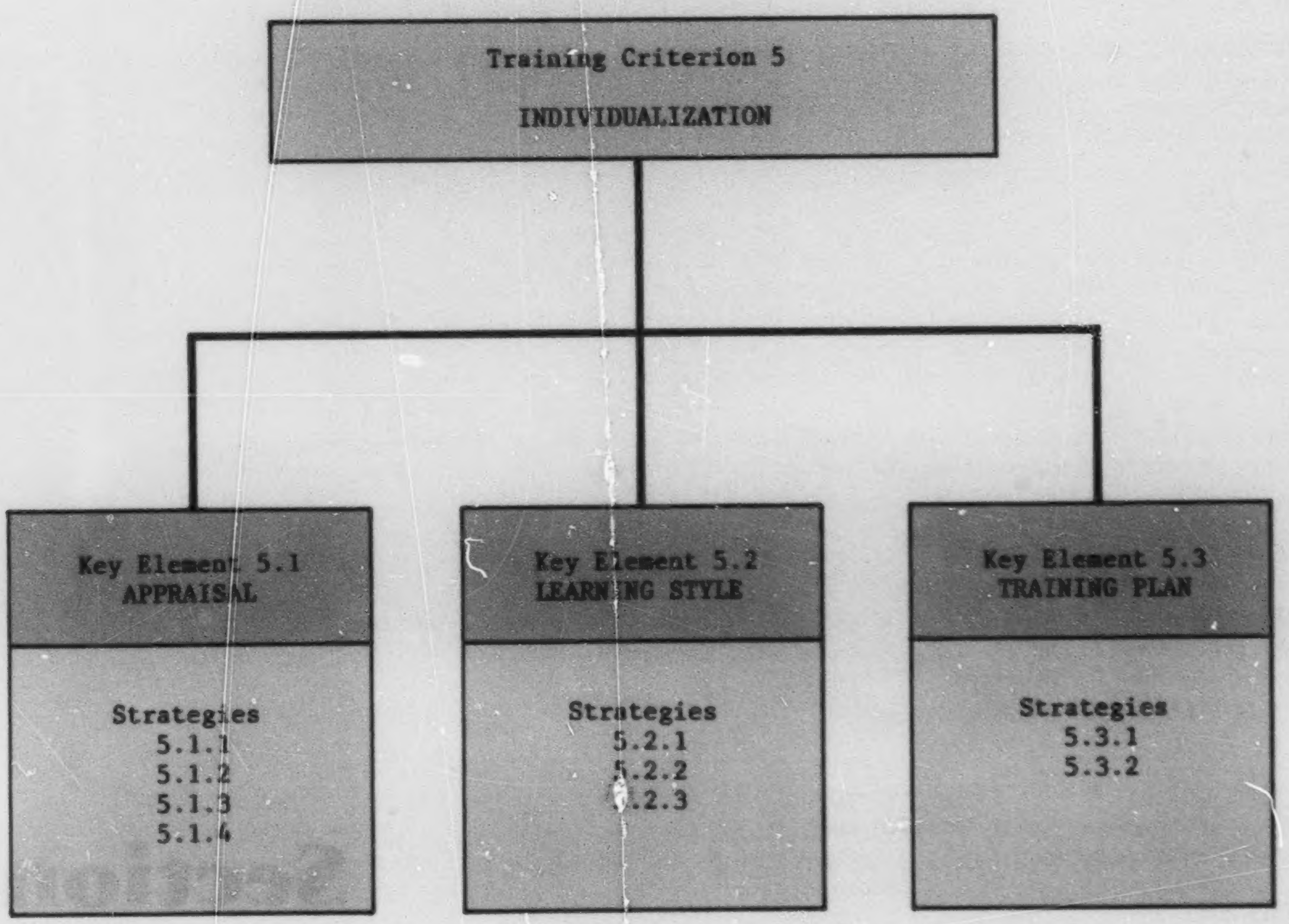
ALTERNATIVE TECHNIQUES

Cross references:

Academic Requirements, p. 89
Curriculum (Materials and Resources), pp. 69, 70
Field Experiences, pp. 139-141

Section 6: Individualization

Key Elements and Strategies for Training Criterion 5


Training Criterion 5
INDIVIDUALIZATION
Key Element 5.1
APPRAISAL
Strategies
5.1.1
5.1.2
5.1.3
5.1.4
Key Element 5.2
LEARNING STYLE
Strategies
5.2.1
5.2.2
5.2.3
Key Element 5.3
TRAINING PLAN
Strategies
5.3.1
5.3.2

OVERVIEW

Training Criterion 5 states that training should be individualized according to each intern's strengths and needs with respect to acquisition of the CDA competencies. Key Elements that focus on separate aspects of this Criterion are: Appraisal, Learning Style, and Training Plan.

Key Element: Appraisal

In order to individualize training with respect to acquisition of the CDA Competencies, both initial and ongoing appraisals of intern's demonstrated competence are mandatory.

Initial Appraisal. At the beginning of training, an initial appraisal of each intern's demonstrated competence should occur. Prior training, teaching experience, and other relevant information should be considered along with observations of teaching performance to determine the intern's strengths and needs with respect to acquiring the CDA Competencies.

The initial appraisal can be done in a number of ways, such as:

- Observation of the intern at work in the child care setting, followed by a feedback conference with the intern to discuss strengths and needs.
- Appraisal of previous academic and early childhood work experiences through cumulative records and recommendations, if they are available.
- Individual conferences with each intern to discuss individual goals, attitudes toward children and teaching, and expectations of CDA training in light of past work experience.
- Self-appraisal by each intern of strengths and training needs in relation to the CDA Competencies and to the Personal Capacities needed by Child Development Associates.

Ongoing Appraisal. The appraisal process should be repeated at regular intervals until the intern has acquired all of the CDA Competencies and both the field supervisor and the intern agree that the intern is ready to be assessed for award of the CDA credential. In addition to the procedures suggested for initial appraisal, ongoing appraisal might include the following procedures:

- Focused Conferences: Using the CDA Competency Standards and Indicators* as a guide, the field supervisor and the intern can discuss areas in which the intern thinks he or she has attained competence. A conference focusing on attained strengths can reinforce interns, allowing them to appraise their progress and encouraging them to look at their performance in terms of needs as well as strengths. It can also help them identify an individual training design and develop it with the field supervisor.

- Audiotape and video tape recordings: These can be used as a tool for the intern and field supervisor to appraise growth and as a teaching strategy in which groups of interns analyze, discuss, and question ideas about children, child development, and teaching. At first, interns should probably analyze the teaching situation rather than focus on specific adult-child interactions. Gradually, as these discussions become less threatening, group members can learn to evaluate each other objectively in a supportive way.

- Appraisal Conferences: An appraisal conference takes place as soon as possible following a field observation in which the field supervisor has recorded the performance of the intern in one or more Functional Areas. The intern and field supervisor jointly evaluate the intern's progress, sharing appraisals and other pertinent observations.

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*Indicators are developed by the individual training projects.

- Training Portfolios: The training portfolio documents progress in attaining the Competencies during the training. It might include records of observations or relevant discussions, statements of individual goals, self-appraisals, individual training plans, assignments, and teaching plans. At the conclusion of training, the intern might select items to include in the assessment portfolio.

Key Element: Learning Style

Once the strengths and needs of the intern have been determined through the appraisals, the next step is to design training that builds on the strengths while addressing the needs. This requirement places responsibility on the training staff. They must determine the intern's unique learning style in order to provide appropriate academic and field learning experiences, curriculum and training materials, and a schedule for training that allows the intern to move through the training according to his or her own optimum rate.

Key Element: Training Plan

Finally, a training plan that is individualized for each intern, based on strengths, needs, and learning styles must be developed. In keeping with CDA concepts and philosophy, the intern should participate in the development of the training plan. The plan should be in writing, and the intern should receive a copy of it.

Strategies and Alternative Techniques follow for each Key Element of Training Criterion 5.

CRITERION 5
Individualization

KEY ELEMENTS and their QUALITY STANDARDS

KEY ELEMENTS	QUALITY STANDARDS
5.1 Appraisal	Provide staff expertise, techniques, and materials for conducting initial and ongoing appraisals of competency acquisition that are consistent with CDA concepts and philosophy.
5.2 Learning Style	Provide for a variety of learning experiences and resources to enable each intern to proceed through the training program according to his or her own learning style and rate of growth in acquiring the CDA Competencies.
5.3 Training Plan	Provide for the involvement of the intern in the development of a training plan that is individualized for learning style and level of competence.

STRATEGIES

5.1 Responsibility for conducting appraisals is that of the field supervisors, who are trained in the appraisal process.

5.2 Various methods are used to reduce the fear of the appraisal process for staff as well as for interns.

5.3 An initial appraisal, involving the intern and conducted at the field site, is made at the outset of training to determine the intern's strengths and needs in acquiring the CDA Competencies.

5.4 Ongoing appraisals, involving the intern and conducted at the field site, are made to determine the intern's progress in acquiring the CDA Competencies.

CRITERION 5
Individualization

KEY ELEMENT 5.1
Appraisal

QUALITY STANDARD

Provide staff expertise, techniques, and materials for conducting initial and ongoing appraisals of competency acquisition that are consistent with CDA concepts and philosophy.

STRATEGIES

CRITERION 5
Individualization

KEY ELEMENT 5.1
Appraisal

STRATEGY 5.1.1

Responsibility for conducting appraisals is that of the field supervisors, who are trained in the appraisal process.

ALTERNATIVE TECHNIQUES

Cross references:

Counseling, p. 184
Field Supervision, pp. 120-122
Integration, pp. 144, 145
Staff, p. 78

ALTERNATIVE TECHNIQUES

☐ Field supervisors receive ongoing training supervision and support in conducting appraisals.

☐ Field supervisors receive training in objective observation and recording procedures.

☐ Field supervisors receive training in conducting appraisal conferences in which observation data are analyzed and individualized training plans developed.

☐ Field supervisors are trained in techniques to involve the interns as team members in the appraisal process.

☐ Field supervisors' training includes the use of recordkeeping forms and procedures.

☐ Field supervisors receive training in interpersonal communication skills, specifically in building trust and giving constructive feedback.

ALTERNATIVE TECHNIQUES

☐ Groups of interns receive complete orientation to CDA prior to the initial appraisal, followed by one-to-one discussions.

☐ Center administrative and supervisory staff are oriented to CDA and the necessity for building trust in the initial and ongoing appraisal procedures.

☐ Appraisal dates are made in advance. Other center staff are informed.

☐ Appraisals of classroom performance are followed promptly by feedback and discussion with the intern.

☐ Interns receive copies of all appraisals.

CRITERION 5
Individualization

KEY ELEMENT 5.1
Appraisal

STRATEGY 5.1.2

Various methods are used to reduce the fear of the appraisal process for staff as well as for interns.

ALTERNATIVE TECHNIQUES

Cross references:

Communication and Coordination, p. 55
Field Site(s), pp. 109, 110
Field Supervision, pp. 120-122
Learning Style, p. 162
Training Plan, p. 170

CRITERION 5
Individualization

KEY ELEMENT 5.1
Appraisal

STRATEGY 5.1.3

An initial appraisal, involving the intern and conducted at the field site, is made at the outset of training to determine the intern's strengths and needs in acquiring the CDA Competencies.

ALTERNATIVE TECHNIQUES

Cross references:

Field Supervision, pp. 120-122
Training Plan, p. 170

ALTERNATIVE TECHNIQUES

☐ The field supervisor observes the intern working with children. Immediately following the observation, the supervisor and intern write up perceptions of the teaching performance. They then compare and discuss perceptions and jointly determine training strengths and needs.

☐ The field supervisor records the intern's actions with the children on a special form. This information is then shared with the intern and they both analyze it to determine training strengths and needs.

☐ The field supervisor completes a checklist of Indicators in the 13 Functional Areas while observing the intern working with the children. This information is then shared with the intern, who has filled out the same checklist. They jointly determine training strengths and needs.

☐ A video tape is made of the intern working with children. This tape is jointly analyzed by the field supervisor and intern to determine strengths and needs.

☐ Interns choose a combination of appraisal methods from a variety of formal and informal initial appraisal procedures: interviews, Q-Sorts, knowledge inventories, documentations of past experiences, discussions, and field observations.

ALTERNATIVE TECHNIQUES

☐ The field supervisor uses recording procedures and forms while observing the intern demonstrating competence in one Functional Area. In the appraisal conference, the field supervisor and intern jointly develop Indicators for the observation and use this information to make decisions concerning demonstrated competence.

☐ The field supervisor uses recording procedures and forms while observing the intern demonstrating competence in one Functional Area. In the appraisal conference, the field supervisor and intern jointly develop Indicators for the observations, cross-reference the material to other Functional Areas, and use this information as a basis for reaching decisions concerning demonstrated competence.

☐ The field supervisor uses recording procedures and forms that allow observation in all 13 Functional Areas. These forms are shared with the intern after which the field supervisor and intern jointly develop Indicators and cross-references and use the information for reaching decisions concerning demonstrated competence.

CRITERION 5
Individualization

KEY ELEMENT 5.1
Appraisal

STRATEGY 5.1.4

Ongoing appraisals, involving the intern and conducted at the field site, are made to determine the intern's progress in acquiring the CDA Competencies.

ALTERNATIVE TECHNIQUES

Cross references:

Curriculum (Materials and Resources), p. 70
Field Supervision, pp. 120-122
Scheduling, pp. 180, 181
Training Plan, p. 170

CRITERION 5
Individualization

KEY ELEMENT 5.1
Appraisal

STRATEGY 5.1.4

Ongoing appraisals, involving the intern and conducted at the field site, are made to determine the intern's progress in acquiring the CDA Competencies.

ALTERNATIVE TECHNIQUES (continued)

☐ Anecdotal notes and checklists are interspersed with detailed recording procedures. These are shared with the intern and used to reach decisions concerning demonstrated competence.

☐ Video tapes are made of the intern working with children. These are later analyzed with the intern, allowing for a field supervisor-intern perception check. Based on the analysis, decisions are jointly reached concerning demonstrated competence.

☐ Where module pre- and post-tests or appraisals are used for the ongoing appraisals, the field supervisor carries out systematic field observations for validation purposes.

☐ After field supervisor-intern trust has developed, the field supervisor calls in another staff member or colleague to conduct a field observation of the intern as a perception check.

☐ Three-way ongoing appraisal conferences in which the intern, the field supervisor, and the academic instructor reach decisions concerning demonstrated competence are held at various points during the training.

Cross references:

Field Supervision, pp. 120-122
Integration, p. 145
Scheduling, pp. 180, 181
Training Plan, p. 170

CRITERION 5
Individualization

KEY ELEMENT 5.2
Learning Style

QUALITY STANDARD

Provide for a variety of learning experiences and resources to enable each intern to proceed through the training program according to his or her own learning style and rate of growth in acquiring the CDA Competencies.

STRATEGIES

STRATEGIES

5.2.1 A plan is implemented to determine the preferred learning style(s) of individual interns as well as those learning styles* that are most conducive to the intern's positive growth toward competence.

5.2.2 A variety of options for learning experiences (academic and field) that are geared to different learning styles and levels of competence is available to interns.

5.2.3 CDA curriculum and resource materials provide for a wide range of educational backgrounds and experiences and learning styles.

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*Learning style includes learning modality and learning rate.

CRITERION 5
Individualization

KEY ELEMENT 5.2
Learning Style

STRATEGY 5.2.1

A plan is implemented to determine the preferred learning style(s) of individual interns as well as those learning styles that are most conducive to the intern's positive growth toward competence.

ALTERNATIVE TECHNIQUES

Cross references:

Appraisal, p. 157
Field Supervision, p. 122
Scheduling, pp. 180-182
Training Plan, p. 168

ALTERNATIVE TECHNIQUES

☐ Interns complete a questionnaire to indicate their preferred learning modalities (visual, auditory, kinesthetic, or combinations thereof) and optimum learning rates. This is discussed with the field supervisor at the outset of training and reevaluated as training proceeds.

☐ Determination of the optimum and preferred learning modality(ies) and rate is made informally during field supervisor-intern conferences.

☐ Determination of optimum and preferred learning modality(ies) and learning rate is made by the training team after the intern has had a chance to experience and discuss the different modes.

ALTERNATIVE TECHNIQUES

☐ Academic and field experiences within learning units are designed to accommodate individual learning modalities: visual, auditory, kinesthetic, and combinations thereof.

☐ Academic and field experiences within learning units are designed to meet individual learning rates.

☐ Academic and field experiences within learning units are designed to meet individual levels of competence.

☐ Interns participate only in those learning experiences where there is an observed need.

CRITERION 5
Individualization

KEY ELEMENT 5.2
Learning Style

STRATEGY 5.2.2

A variety of options for learning experiences (academic and field) that are geared to different learning styles and levels of competence is available to interns.

ALTERNATIVE TECHNIQUES

Cross references:

Curriculum (Administrative Procedures), p. 60
Curriculum (Materials and Resources), pp. 69, 70
Field Time, p. 117
Scheduling, pp. 180-182
Training Plan, p. 168

CRITERION 5
Individualization

KEY ELEMENT 5.2
Learning Style

STRATEGY 5.2.2

A variety of options for learning experiences (academic and field) that are geared to different learning styles and levels of competence is available to interns.

ALTERNATIVE TECHNIQUES (continued)

Cross references:

Academic requirements, p. 90
Field Supervision, p. 120
Scheduling, pp. 180-182
Training Plan, pp. 168, 169

☐ Interns can opt to demonstrate competence within a learning unit rather than participate in the learning experience(s).

☐ The pattern or sequence of learning units or learning experiences within learning units is determined by individual intern needs.

☐ Progression through learning experiences within learning units and between learning units depends on a variety of individual factors.

☐ Academic and field experiences within learning units are designed to be carried out by one intern, by several interns working together, or by interns working as a group.

ALTERNATIVE TECHNIQUES

☐ Both printed and audiovisual curriculum and resource materials are available.

☐ Printed materials present content according to differing levels of reading ability.

☐ Printed and audiovisual materials present information according to different levels of expertise in early childhood concepts and practices (courses and workshops taken, number of years teaching young children, experiences in teaching adults).

☐ Written and audiovisual material present information according to cultural and language needs.

CRITERION 5
Individualization

KEY ELEMENT 5.2
Learning Style

STRATEGY 5.2.3

CDA curriculum and resource materials provide for a wide range of educational backgrounds and experiences and learning styles.

ALTERNATIVE TECHNIQUES

Cross references:

Curriculum (Materials and Resources), p. 70

ALTERNATIVE TECHNIQUES (continued)

☐ Written and audiovisual materials that appeal to a wide variety of interests are used.

☐ Audiovisual materials available to interns include films, video tapes, audiotapes, filmstrips, overhead projectors, and opaque projectors.

☐ Printed materials include books, magazines, programmed texts, study guides, and games.

☐ Varieties of "hands on" materials are available to interns, such as paints, glue, cooking tools and items, small machinery, musical instruments, and computers.

Cross references:

Curriculum (Materials and Resources), p. 70

STRATEGIES

5.3.1 A number of variables are taken into account in developing the individual training plan.

5.3.2 A team relationship is focused on when developing and implementing the individual training plan.

CRITERION 5
Individualization

KEY ELEMENT 5.3
Training Plan

QUALITY STANDARD

Provide for the involvement of the intern in the development of a training plan that is individualized for learning style and level of competence.

STRATEGIES

CRITERION 5
Individualization

KEY ELEMENT 5.3
Training Plan

STRATEGY 5.3.1

A number of variables are taken into account in developing the individual training plan.

ALTERNATIVE TECHNIQUES

Cross references:

Academic Requirements, p. 90
Counseling, p. 185
Curriculum (Administrative Procedures), p. 59
Field Supervision, pp. 120-122
Field Time, p. 117
Learning Style, pp. 162-164

ALTERNATIVE TECHNIQUES

☐ The individual training plan reflects findings from the initial and ongoing appraisals.

☐ The individual training plan reflects consideration of the training project's list of Indicators that are "desired" under each Functional Area, and positive and negative Indicators that have been observed.

☐ An evaluation is made of the intern's written work, independent study, daily logs kept in response to assignments, and ongoing appraisals of current teaching performance.

☐ The plan reflects consideration of the intern's preferred and optimum learning modality(ies) and rate.

☐ The individual training plan reflects consideration of the intern's past experiences working with young children and prior education and training.

☐ The plan reflects consideration of the intern's current life situation (i.e., family responsibilities, ages of children, mobility, health, hours available for CDA, etc.).

☐ The plan reflects consideration of the intern's basic communication skills.

☐ The plan reflects the intern's interests and training priority.

CRITERION 5
Individualization

KEY ELEMENT 5.3
Training Plan

STRATEGY 5.3.1

A number of variables are taken into account in developing the individual training plan.

ALTERNATIVE TECHNIQUES (continued)

Cross references:

Academic Requirements, p. 89
Learning Style, pp. 162-164
Scheduling, pp. 180-182

CRITERION 5
Individualization

KEY ELEMENT 5.3
Training Plan

STRATEGY 5.3.2

A team relationship is focused on when developing and implementing the individual training plan.

ALTERNATIVE TECHNIQUES

Cross references:

Appraisal, pp. 158-160
Counseling, p. 185
Field Supervision, pp. 120-122

ALTERNATIVE TECHNIQUES

☐ The field supervisor and intern jointly develop Indicators for observations recorded by the field supervisor. These findings enter into the decisions concerning training strengths and needs.

☐ The field supervisor and intern reach consensus on training needs and training priorities.

☐ Both the field supervisor and the intern sign the individualized training plan that lists strengths and training needs.

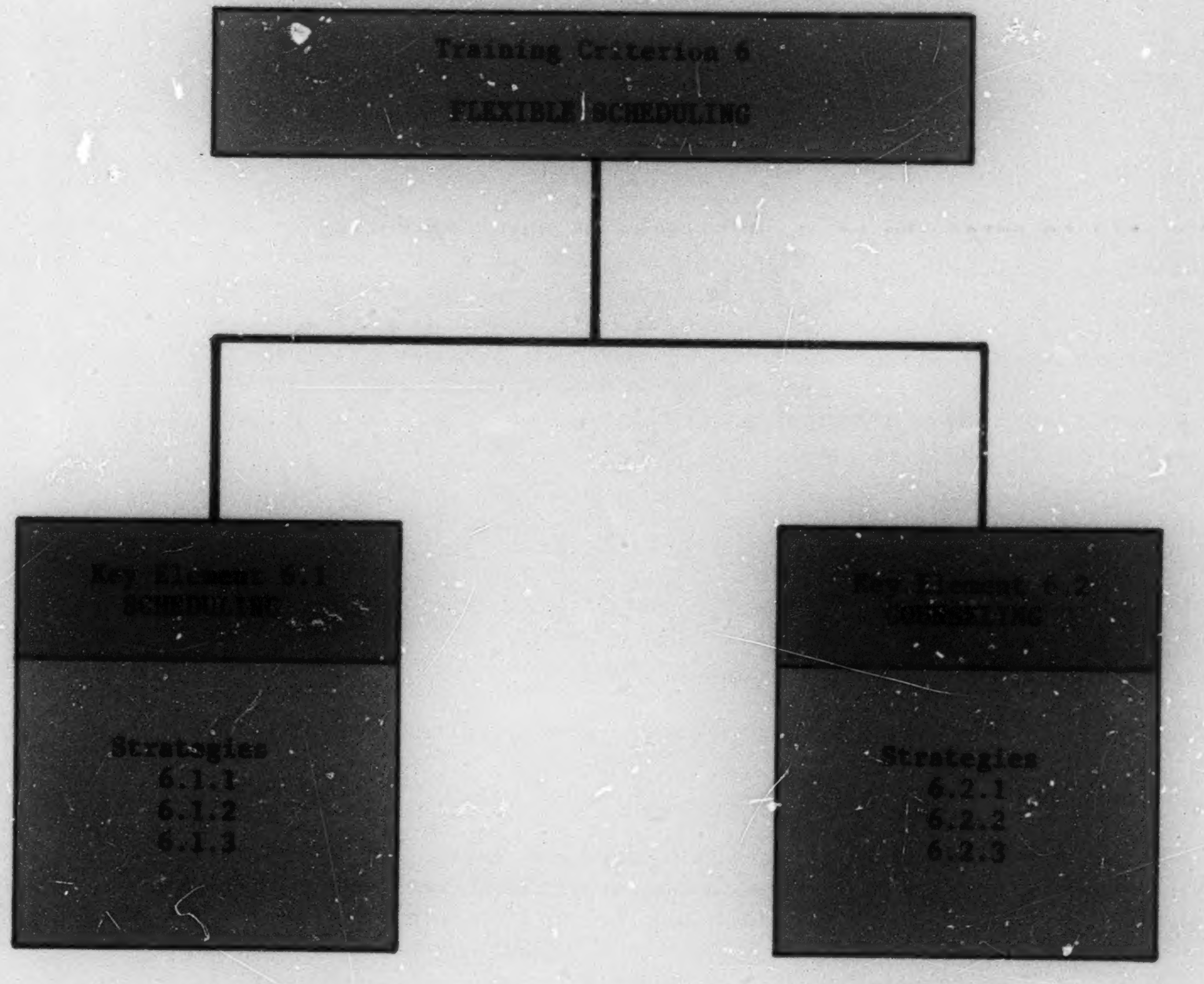
☐ The role, responsibility, and commitment of the field supervisor and the intern toward implementing the training plan are recorded on the training plan.

☐ Field supervisors maintain a record of field observations, appraisals, observation conferences, and training plans. These are accessible to the intern, who receives a duplicate copy of the training plan.

Section 7:

Flexible Scheduling

Key Elements and Strategies for Training Criterion 6


Training Criterion 6
FLEXIBLE SCHEDULING
Key Element 6.1
SCHEDULING
Strategies
6.1.1
6.1.2
6.1.3
Key Element 6.2
COUNSELING
Strategies
6.2.1
6.2.2
6.2.3

OVERVIEW

Training Criterion 6, states that training should be flexibly scheduled so that length of training time varies according to each intern's rate of acquisition of the CDA competencies. Key Elements are Scheduling and Counseling.

Key Element: Scheduling

An intern should be able to enter the training program at any time during an academic quarter or semester if the training is through an institution of higher education and at any time during the program year if training is provided through the child development agency or program. Similarly, exit from the training should be possible when an intern has acquired the CDA Competencies. Training time varies from two months to approximately two years. On no account should it be the same for all interns or depend upon completion of a specified number of academic credits or hours of supervised field experience. Variables that can influence training time are:

- Intern's present competence
- Intern's knowledge of early childhood education and child development
- Intern's attitudes toward and understanding of young children
- Intern's aptitude to acquire skills and competence in working with children
- The nature of the training program and the skill of the field supervisor.

The flexible scheduling Criterion overlaps and interrelates with other Training Criteria. Successful implementation may hinge on the successful implementation of valid credit or individualization. Valid credit may be an issue in some academic settings where a course format for learning units is used. In these cases, interns, although able to demonstrate the CDA Competencies in the middle of the academic term, may be required to attend academic sessions until the end of the term in order to receive a grade or academic credits or to graduate. In other cases, interns who are simultaneously working on a Bachelor's, or other degree, may be required to complete a fixed training schedule.

Difficulties have also emanated from the Criterion, individualization, when interns have chosen to remain in the training program even though the educational institution has allowed exit on a flexible basis. In these cases, CDA training seems to have been so "safe," or assessment for credential award perceived as so "foreboding," that interns have chosen to continue the training even when judged ready for assessment by their field supervisors. Of course, there is value in ongoing training to gain further skills or understanding, even after an intern has attained the CDA credential.

Although the intern is to take the initiative in applying for assessment for credential award, there are ways that the training project staff can facilitate the process. These include holding orientations; having application forms available; identifying early childhood professionals who might be available for LAT advisors in cases where the field supervisor is not chosen by the intern or is not available; and requiring interns to maintain training portfolios from which items might be chosen for the assessment portfolio.

Key Element: Counseling

Since the CDA is a professional credential, a related goal of CDA training is to acquaint the intern with the child care profession. To do this, the training project should provide for personal and professional counseling. Some counseling might be provided by the field supervisor; however, in some cases it may be necessary to request outside help.

Early in the training, interns should be provided with opportunities to set personal and career goals in the field of child care. Counseling procedures should be established to allow them to raise and discuss issues and concerns relating to the training program and their own personal and professional development. This will enable project staff to: (a) help individual interns with problemsolving, (b) make referrals to appropriate sources of help, (c) identify anticipated needs which the training project might address, and (d) identify long-term career development goals. If individual interns do not possess the capabilities for working with young children, or have extraordinary difficulty in attaining the CDA Competencies, the project staff may want to suggest other training programs for which the person may be better suited. Such areas might include teaching older children or adults or working in other human service areas such as health or social services. Followup and placement services should be provided.

Strategies and Alternative Techniques for each Key Element of Training Criterion 6 follow.

CRITERION 6
Flexible Scheduling

KEY ELEMENTS
and their
QUALITY
STANDARDS

KEY ELEMENTS	QUALITY STANDARDS
6.1 Scheduling	Establish and maintain procedures for interns to enter the training program at any point, to proceed through the training program at their optimum rate, and to exit from the program when and if they have acquired the CDA Competencies.
6.2 Counseling	Provide counseling to interns to facilitate their personal and professional development and to maximize the potential worth of their CDA training experience or aid them in finding other training or professions for which they may be better suited.

STRATEGIES

6.1.1 Procedures are formalized at the academic institution(s) for interns to enter and exit the training program at any point in the academic year, whether a course, modular, or multidimensional format for learning units is used.

6.1.2 Procedures are formalized at the academic institution(s) for interns to proceed through the training program at their optimum rate, based on their acquisition of the CDA Competencies.

6.1.3 Procedures are formalized at the child development agency or field site for interns to enter and exit the training program at any point in the program year and to proceed through the training at their optimum rate.

CRITERION 6
Flexible Scheduling

KEY ELEMENT 6.1
Scheduling

QUALITY STANDARD

Establish and maintain procedures for interns to enter the training program at any point, to proceed through the training program at their optimum rate, and to exit from the program when and if they have acquired the CDA Competencies.

STRATEGIES

CRITERION 6
Flexible Scheduling

KEY ELEMENT 6.1
Scheduling

STRATEGY 6.1.1

Procedures are formalized at the academic institution(s) for interns to enter and exit the training program at any point, in the academic year whether a course, modular, or multidimensional format for learning units is used.

ALTERNATIVE TECHNIQUES

Cross references:

Academic Requirements, pp. 88-90
Appraisal, pp. 159, 160
Credit Equivalency, pp. 92-95
Learning Style, pp. 162-164
Training Plan, pp. 168-169

ALTERNATIVE TECHNIQUES

☐ Academic computer systems are set up to process CDA learning unit cards (course cards) at any time in the academic year.

☐ Registrar's record systems permit CDA learning unit cards (course cards) to be processed at any time in the academic year.

☐ If the academic quarter or semester ends and CDA interns have not yet demonstrated competence, they receive grades of "incomplete" until they do so.

☐ When interns have demonstrated competence, grades of "incomplete" are removed even though the academic semester or quarter is not officially over.

ALTERNATIVE TECHNIQUES

☐ The entire CDA training program, including implementation of the CDA Training Criteria, is an official program at the academic institution and has been officially accepted by the college or university senate.

☐ Each CDA Competency Area carries an official learning unit number (course number). When an intern demonstrates the Indicators for each Functional Area under a Competency Area, the intern's learning unit card is processed and the intern has the option of proceeding to the next Competency Area and is encouraged to do so.

☐ Each Functional Area carries an official learning unit number. When an intern demonstrates the Indicators for that Functional Area, the intern's learning unit card is processed and the intern has the option of proceeding to the next Functional Area and is encouraged to do so.

☐ The CDA intern moves through the training program at his or her optimum rate, banking academic credits until the total number of CDA credits has been earned. There is no set designated number of academic credits to be earned per semester or quarter. When the intern has acquired all of the Competencies, the total number of credits is issued.

☐ CDA learning units carry grades of "pass-incomplete." The grade of "incomplete" is given until an intern has acquired the Competencies associated with each CDA learning unit, whether the time period to accomplish this has taken 1 month, 2 semesters, or longer.

CRITERION 6
Flexible Scheduling

KEY ELEMENT 6.1
Counseling

STRATEGY 6.1.2

Procedures are formalized at the academic institution(s) for interns to proceed through the training program at their optimum rate, based on their acquisition of the CDA Competencies.

ALTERNATIVE TECHNIQUES

Cross references:

Academic Requirements, pp. 88-90
Appraisal, pp. 159, 160
Credit Equivalency, pp. 92-95
Curriculum (Administrative Procedures), p. 60
Learning Style, pp. 162-164
Training Plan, pp. 168, 169

CRITERION 6
Flexible Scheduling

KEY ELEMENT 6.1
Scheduling

STRATEGY 6.1.3

Procedures are formalized at the child development agency or field site for interns to enter and exit the training program at any point in the program year and to proceed through the training at their optimum rate.

ALTERNATIVE TECHNIQUES

Cross references:

Communication and Coordination, pp. 52-54
Curriculum (Materials and Resources), p. 70
Field Site(s), pp. 109, 110
Learning Style, pp. 162-164

ALTERNATIVE TECHNIQUES

☐ CDA training requirements and procedures for entry and exit into the training program are described in the child development agency's or field site's career development materials.

☐ Training records are established and maintained at the child development agency or field site to facilitate training program entry and exit.

☐ All eligible child development agency or field site staff are placed on a priority list for training; when one intern finishes training, or must drop out at any time, the next staff member on the list moves into the training slot.

STRATEGIES

6.2.1 The field supervisor provides personal and professional counseling to the intern.

6.2.2 The CDA Personal Capacities are highlighted during the training program to aid personal and professional development.

6.2.3 Procedures are established for counseling an intern "out" of CDA training, when necessary.

QUALITY STANDARD

Provide counseling to interns to facilitate their personal and professional development and to maximize the potential worth of their CDA training experience or aid them in finding other training or professions for which they may be better suited.

CRITERION 6
Flexible Scheduling

KEY ELEMENT 6.2
Counseling

STRATEGY 6.2.1

The field supervisor provides personal and professional counseling to the intern.

ALTERNATIVE TECHNIQUES

Cross references:

Appraisal, p. 156
Field Supervision, pp. 121, 123
Staff, pp. 75, 78

ALTERNATIVE TECHNIQUES

☐ Field supervisors receive special training in counseling techniques and procedures.

☐ Field supervisors are provided with backup support services.

☐ Supervision and counseling background and experiences are included in the criteria for screening and selection of field supervisors.

☐ During the training, field supervisors hold seminars for interns to discuss career goals and issues related to personal and professional development.

ALTERNATIVE TECHNIQUES

☐ The Personal Capacities are discussed in CDA orientation sessions.

☐ Implications concerning the Personal Capacities and the relationship of these qualities to successful teaching of young children are discussed during the training process.

☐ Personal Capacities are included in academic and field experiences.

☐ The Personal Capacities are included in the ongoing appraisals and treated as Indicators of competence.

☐ Work toward acquisition of the Personal Capacities is included in the individualized training plans.

CRITERION 6
Flexible Scheduling

KEY ELEMENT 6.2
Counseling

STRATEGY 6.2.2

The CDA Personal Capacities are highlighted during the training program to aid personal and professional development.

ALTERNATIVE TECHNIQUES

Cross references:

Curriculum (Academic Content), p. 54
Curriculum (Materials and Resources), pp. 67, 68
Field Supervision, p. 121
Training Plan, pp. 168-170

CRITERION 6
Flexible Scheduling

KEY ELEMENT 6.2
Counseling

STRATEGY 6.2.3

Procedures are established for counseling an intern "out" of CDA training, when necessary.

ALTERNATIVE TECHNIQUES

Cross references:

Communication and Coordination, pp. 53, 56
Field Experiences, p. 139
Field Supervision, pp. 120-125

ALTERNATIVE TECHNIQUES

☐ Counseling "out" is an issue that is brought up and discussed during personal and professional development seminar sessions.

☐ A seminar session on Personal Capacities focuses on the ethical responsibilities of interns to young children and to the profession.

☐ A support system for making referrals to appropriate sources is provided for interns in need of additional "help."

☐ A support system for finding other training programs is provided for interns who are counseled "out" or have opted out of the program on their own accord because of increased self-awareness (focused on during the training).

☐ Followup placement services are provided to interns who are counseled "out" or who have opted out themselves.

Section 8: Summary and Concluding Statements

SUMMARY

In this Chapter information was presented to assist those interested in obtaining CDA training or those providing CDA training to understand, in detail, the CDA Training Criteria and their relationship to the delivery of quality training. This Training Guide is based on the assumption that the Training Criteria are essential to quality training. Quality CDA training is:

> Individualized training that is based on the CDA Competencies, provides a balance and integration of academic and field experiences and the award of valid credit, and permits CDA interns flexibility in duration and pace of training as they focus on and attain the goal of acquisition and demonstration of the CDA Competencies.

CDA Training Criteria and CDA Competency Parallels

The information was presented in a format consistent with basic CDA concepts, philosophy, and procedures. The Training Criteria have the same basic relationship to quality training as the CDA Competencies have to quality care for children. Quality care for children is fostered when teaching staff have acquired and demonstrated the CDA Competencies, and quality training is fostered when training projects adhere to the CDA Training Criteria.

The broadly stated CDA Training Criteria parallel the CDA Competencies by providing both structure and flexibility. The CDA Competencies are based on the assumption that broad guidelines can be formulated for staff without violating the divergent educational views or cultural and ethnic backgrounds of various child care providers. The CDA Training Criteria, because they are also broad guidelines, provide a framework in which training projects can meet the needs and preferences of local communities and at the same time maintain CDA principles and practices. There is no one way that a CDA candidate or intern must demonstrate the Competencies, and there is no one way that a CDA training project must adhere to the Training Criteria.

This chapter provides the structure and flexibility of the CDA Training Criteria through its format. Specifically, it:

1. **Delineates the CDA Training Criteria into Key Elements and Strategies.**
2. **Establishes a quality standard, or definition, for each Key Element.**
3. **Further delineates the Strategies into Alternative Techniques, or approaches to implementing the various Strategies. The purposes for this additional delineation are:**
    - **To provide specific, concrete examples and thereby add clarity and specificity to the CDA Training Criteria.**
    - **To demonstrate that adherence to the Training Criteria does not equate with conformity in training approach, but rather demonstrates the tremendous flexibility possible under the CDA Training Criteria.**

The format of this chapter lends itself to a variety of creative uses for training project self-study in determining the extent to which quality training is provided. It can also be used as a resource tool for orienting new staff members or for presenting information about optimal CDA training. Training providers and training consumers, working as a team, can use the format as a resource for monitoring and evaluation of the project.

CONCLUDING STATEMENTS

The concept of training, assessing, and credentialing child care staff based on their ability to acquire and demonstrate competence while working with children in the child development setting was first announced by ACYF in 1971. Since that time, these CDA concepts have been actualized through the implementation of training programs and through the Credential Award System. Training and assessment, although separate components of the CDA program, are interrelated through the CDA Competencies and basic CDA concept and principles.

The CDA Training Criteria, although separate components of CDA training, are also interrelated through the CDA Competencies and CDA concept and principles. Judgments about quality training are like judgments about an individual's competence during training and in the assessment process. Each Functional Area is discussed and appraised separately, but in the final analysis, the individual's overall performance in terms of the CDA role definition is taken into consideration. Teaching must be viewed as an integrated whole.

Likewise, training project staffs can determine the project's adherence to each Training Criterion by appraising the extent to which Alternative Techniques and Strategies meet the quality standard for each Key Element. In the final analysis, however, the project's overall functioning must be viewed in terms of the definition of quality training and its success in helping interns acquire the CDA Competencies.

The quality of the overall functioning of the CDA depends on the extent to which knowledge, skills, and attitudes embodied in the CDA Competencies and Personal Capacities have been integrated. The quality of CDA training will depend on the extent to which that integration has been facilitated. Quality care for children is the ultimate goal.

Appendix A: Glossary of CDA Terms and Procedures

Appraisal, initial appraisal, and ongoing appraisal--The processes by which training programs and interns themselves make judgments about the competence demonstrated by a CDA intern during training.

Assessment--The process by which the organization responsible for award of the CDA credential makes judgments about the competence demonstrated by a CDA candidate.

Bilingual (Spanish-English)/Bicultural Competencies--Additional competencies for teachers who work in bilingual (Spanish-English)/ bicultural child care settings. Teachers should have knowledge and skills in the six CDA Competencies and in:

- Comprehending and communicating with children and adults in both languages, and
- Supporting children's ethnic identity and self-concept by making cultural experiences an integral part of the daily program and supplemental activities.

CDA, Child Development Associate--A person able to meet the specific needs of a group of children in a child development setting by nurturing children's physical, social, emotional, and intellectual growth; by establishing and maintaining a proper child care environment; and by promoting good relations between parents and the child development center./1/

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[1] The Child Development Associate (Washington, D.C.: Department of Health, Education, and Welfare, Pub. No. (ODHS) 77-31049).

CDA Assessment--The phase in the CDA Credential Award System in which the CDA candidate's competence in working with young children is determined./2/ This assessment is conducted by a team of persons, the Local Assessment Team (LAT), made up of:

- The CDA candidate
- The candidate's LAT advisor
- A parent-community representative
- A CDA representative.

Each member collects information on the candidate's performance. This information is brought to the LAT meeting, where members study, discuss, and evaluate the information in relation to the CDA competency standards. They then make a recommendation regarding award of the CDA credential.

CDA candidate--The person who has been officially registered as a candidate for the CDA credential by the organization responsible for the CDA Credential Award System.

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[2] The Child Development Associate Applicaton Book (Washington, D.C.: CDA National Credentialing Program, Bank Street College of Education, 1981).

CDA Competency Areas--The basis of training and credentialing for Child Development Associates./3/ The CDA is expected to demonstrate competence in six areas. (See p. 15 for a list of the CDA Competencies.)

CDA Competency Standards--These are definitions of the 13 Functional Areas that further delineate the six broad CDA Competency Areas. Functional Areas were developed and defined by the CDA Consortium in order to direct the focus of observation within the Competency Areas.

CDA Credential Award System--The system developed by the CDA Consortium that provides for all necessary contracts, communications, evaluations, and activities required of a person seeking the CDA credential. Six phases are included:

1. Pre-entry process
2. Intake and initial assessment activity
3. Candidate readiness
4. Team assessment
5. Award
6. Post-award activities./4/

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[3] Becoming a Child Development Associate: A Guide for Trainees (Washington, D.C.: Department of Health, Education, and Welfare, 1975).

[4] The Child Development Associate Application Book. Op. cit.

CDA Curriculum Terms[5]

Academic content. The essential content that supports the development of appropriate attitudes, skills, and conceptual knowledge for competency acquisition.

CDA curriculum. An interrelated set of instructional and organizational components designed to enable interns to acquire and demonstrate the CDA Competencies.

CDA intern--The person (frequently called trainee) in CDA training whose goal is acquisition of the CDA Competencies and the CDA credential.

CDA Training Criteria--The guidelines for implementing CDA Training. (See p. 24 for a list of the CDA Training Criteria.)

Field Supervisor--The person (frequently called trainer) who advises, counsels, guides, instructs, and assists CDA interns in their field work during the training period.

Indicators--Subcategories of skills related to the six CDA Competency Areas and 13 Functional Areas. They are kinds of behavior and types of activities which indicate that a child caregiver is performing competently. They provide a basis for observations and for classifying or categorizing observations of a candidate's (intern's) performance within each Area.

LAT advisor--The person (formerly called trainer) who observes and advises the CDA candidate during the assessment period for award of the CDA credential.

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[5] These terms are explained further in The Child Development Associate Program: Guide to Curriculum Development (Washington, D.C.: 1981).

Personal Capacities--The patterns of relating to children identified as essential to the CDA's ability to demonstrate the CDA Competencies. (See p. 17 for a list of CDA Personal Capacities.)

Portfolio documentation--A method by which the CDA intern (or candidate) documents evidence of demonstrated competence. Examples might be lesson plans, case studies, or descriptions of parent involvement projects.

Appendix B: Resources for the CDA Program

Over the years a wide variety of CDA curriculum and training materials have been developed. These include both printed and audiovisual materials that focus on the CDA Competency Areas, the separate Functional Areas, the Personal Capacities, Bilingual/ Bicultural training competencies, the CDA Training Criteria, and facets of the CDA Credential Award System.

For further information contact:

- Chief of Education Branch
  Development and Planning Division
  Administration for Children, Youth,
  and Families
  P.O. Box 1182
  Washington, DC 20013
  (202) 755-7794

- Dr. Robert C. Granger
  Executive Director
  CDA National Credentialing Program
  1341 G Street, N.W.
  Suite 802
  Washington, DC 20005
  (202) 638-6656, (800) 424-4310

- The Eric Clearinghouse on Elementary and Early Childhood
  (ERIC/EECE)
  College of Education
  University of Illinois
  Urbana, IL 61801
  (217) 333-1386

- Media Productions, Inc.
  Box 1052
  Columbia, MD 21044
  (301) 465-1116

  (for slide/tapes and 16-mm films)

- The Head Start Bilingual/Multicultural Resource Centers established by ACYF to assist Head Start grantees in developing bilingual/bicultural and multicultural programs:

Region II

Head Start
Columbia University
Teachers College
525 West 120th Street
New York, NY 10027
(212) 678-3100

Region VI

Intercultural Development
Research Associates
5834 Callaghan, Suite III
San Antonio, TX 78228
(515) 684-8180

Region VIII

Inter America Research Associates
910 - 16th Street, Suite 722
Denver, CO 80202
(303) 534-1290

Region IX

Development Associates
693 Sutter Street, 3rd Floor
San Francisco, CA 94102
(415) 776-0120

- The Home Start Training Centers (HSTCs) established by ACYF to provide technical assistance to Head Start programs choosing the home-based option and training for home visitors:

Regions I, II, III

West Central, West Virginia Community
Action Association, Inc.
804 Ann Street
P.O. Box 227
Parkersburg, WV 26101
(304) 485-4455

Region IV

Clinch-Powell Educational Cooperative
P.O. Box 279
Tazewell, TN 37879
(615) 626-9270

Region V, IMPD

Portage Project
P.O. Box 564
Portage, WI 53901
(608) 742-8811

Region VI

ARVAC, Inc.
P.O. Box 2110
Russellville, AR 72801
(501) 968-6493

Region VII

Nebraska Panhandle CAA
1840 Seventh
P.O. Box 340
Gering, NB 69341
(308) 436-5076

Region VIII

Bear River Community Action Agency
495 East 5th South
Logan, UT 84321
(801) 753-0951

Region IX

Alemeda Xanthos
Home-Based Resource Center
1724 Santa Clara Avenue
Alemeda, CA 94501
(415) 522-8363

- The Resource Access Projects (RAPS) established by ACYF to provide training and technical assistance to Head Start programs in implementing the requirement that 10 percentum of enrollment opportunities be made available for handicapped children:

Region I

New England RAP
EDC - 55 Chapel Street
Newton, MA 02160
(617) 969-7100, ext. 452
(CT, ME, MA, NH, RI, VT)

Region II

Resource Access Project, Region II
New York University
School of Continuing Education
3 Washington Square Village, Suite 1M
New York, NY 10012
(212) 598-2144
(NY, NJ)

Region III

Georgetown University RAP
3800 Reservoir Road, N.W.
Washington, DC 20007
(202) 625-3639/3694
(DE, MD, PA, VA, WV, DC)

Region IV

Resource Access Project
Chapel Hill Training-Outreach Project
Lincoln Center
Merritt Mill Road
Chapel Hill, NC 27514
(919) 967-8295
(NC, SC, FL, GA)

Mississippi RAP
Friends of Children Head Start
119 Mayes Street
Jackson, MS 39213
(601) 362-9154
(MS)

Nashville RAP
The Urban Observatory of Metropolitan
Nashville-University Centers
Peabody College of
Vanderbilt University
P.O. Box 317
Nashville, TN 27303
(615) 329-1965
(KY, TN, AL)

Region V

Portage Project/RAP
626 E. Slifer Street
P.O. Box 564
Portage, WI 43901
(608) 742-8811
(WI, MI, MN)

University of Illinois RAP
Colonel Wolfe School
403 East Healey
Champaign, IL 61820
(217) 333-3876
(IL, IN, OH)

Region VI

Texas Tech University RAP
Special Projects Division
P.O. Box 4170
Texas Tech University
Lubbock, TX 79409
(806) 742-3112
(TX, LA, AR, OK, NM)

Region VII

Region VII Head Start RAP
Children's Rehabilitation Unit
University of Kansas Medical Center
39th and Rainbow Boulevard
Kansas City, KS 66103
(913) 588-5961
(IA, KS, MO, NE)

Region VIII

University of Denver RAP
Denver Research Institute--SSRE
University of Denver
Denver, CO 80208
(303) 753-3484/753-3485
(CO, MT, ND, SD, UT, WY)

Region IX

Resource Access Project, Region IX
1741 Silverlake Boulevard
Los Angeles, CA 90026
(203) 644-2937
(CA, AZ, NV)

Pacific RAP
Castle Memorial Hall
U.E.S. 102
1776 University Avenue
Honolulu, HI 96822
(808) 948-9639
(HI, PTT, GM, CNMI)

Region X

Portland State University RAP
P.O. Box 1491
Portland, OR 97207
(503) 229-4815
(ID, OR, WN)

Alaska Special Services RAP
700 H Street, Suite 9
Anchorage, AK 99501
(907) 274-1665
(AK)

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Authors

Trudy M. Hamby, Ph.D.
University Research Corporation
Jenni W. Klein, Ed.D.
Terry Lewis, M.P.A.
Head Start Bureau
Administration for Children, Youth,
and Families

Reviewers

Robert L. Blaney, Ph.D.
Raymond C. Collins, Ph.D.
Head Start Bureau
Administration for Children, Youth,
and Families

William Barse, M.S.
Sarah B. Hardy, Ph.D.
Leroy Jones, M.A.
Warren Kinsman, B.A.
University Research Corporation

University Research Corporation Production Staff

Editor: Elizabeth W. Scullin
Graphic Designer: Susan V. Hart
Photographer: Leigh Wachter
Word Processing: Anne E. King
Typist: Janet Nagler

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A Guide to Curriculum Development
A Guide to Field Supervision
A Guide to Program Administration

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